

A Study of Quaid-i-Azam University from Student Achievement Perspective:

A Gender Analysis



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CERTIFICATE

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Dedication

This dissertation is dedicated to my father, Mansoor Ahmed Bajwa and my mother, Farzana Mansoor. Their support and encouragement throughout my MPhil made me to dedicate this work to them.

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Abstract

This dissertation focuses on the achievement perspective of the students on the bases of their gender of Quaid-i-Azam university Islamabad, Pakistan. This study aims to see the socio-economic background and cultural factors in the larger society that students of the university come from and connect these factors with their aspirations and achievement levels and to see if students subjected to gendered messages through discourse and discursive practices are resisting them or not and why?. It also aims to understand the gendered messages comprising the curriculum and communicated through in-class pedagogical practices in the university and to analyze the popular discourses and discursive practices circulated in different spaces in the university and see the articulation of the same with construction of gendered thought processes among the students. This study used qualitative research method for conducting field work and the techniques used for data collection includes rapport building, unstructured interviews, semi-structure interviews, structured interviews and participant observation. This study found that the university policies, pedagogical practices and popular discourse circulating in university for the most part reinforces and strengthens the gender disparity as it exists in the larger culture.

Keywords: Pedagogical practices, discursive practices, socio-economic factors, gendered subjectivities, patriarchy, achievement levels.

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Chapter:1

Introduction

The importance of education in promoting and sustaining both individual and national development is well known. Not only is it considered a basic human right but also acknowledged to influence a variety of individual, social, economic and life outcomes. Education is also considered a vehicle in promoting career achievements. According to (Dr. M. Shunmuga Sundaram, Dr. M. Sekar and A. Subburaj, 2014) education is the key factor for women empowerment, prosperity, development and welfare. Discrimination against women from womb to tomb is well known fact and acknowledged in contemporary scholarship. There is continued inequality and vulnerability of women in all sectors and women are oppressed in all spheres of life, they need to be empowered in all walks of life. In order to fight against the socially constructed gender biases, women have to swim against the system that requires immense strength. Such strength comes from the process of empowerment and empowerment will come from education.

In the case of Southern and Eastern Africa Changu Mannathoko, (1999) has argued that women's inequality is rooted in the pre-colonial African society and it is due to the socialization and gender stereotypes that the women in academics and work place have low status and they are marginalized and subordinated to men in the society, women are not equal to men because of the complex class system of exploitation and gender inequalities. This can only be destroyed when class division in the society is eradicated. Audrey C. Cohen, (1971) has argued that women's situation is the result of long-standing attitudes on the part of the society in general, often reinforced by actual discrimination, and women's own acceptance, as women act in the way that society wants them to or the way society wants to see them. Audrey C. Cohen in her 1971 work argues that in the domain of education women are constrained and the number of enrollments decreases as the level of education increases. The author further argues that negative university policies, discriminatory practices and sex-typing stops women from perusing their academic ambitions and professional careers. The bulk of academic women are found teaching in colleges rather than high prestige universities, teach female oriented subjects like education, home economics, health sciences and library science. It is extremely rare to find women in those academic fields that our society has sex typed as male, such as law and engineering. Cohen also points out that women in the academia are

more often than not, paid less than men working at the same academic level. Agustín Velloso (1966) in his work addresses the state of women's education in Palestinian society. He points out that although the national statistics indicate a rise in girls school enrolment in the country, but it does not translate into a rise in women's education in Palestine. This is so because a very large number of girl's students drop out of school after primary education. After girls attain the age of 15 most of them leave school. He explains this phenomenon with reference to female discriminatory cultural tradition and restrictive Islamic world view with reference to women. Rowena Martineau (1997) argues that in the apartheid regime in South Africa, the basic and secondary education was not commonly available to everyone. Indeed, with 19 redundant administrative structures, separate-but-unequal education was the norm. As South Africa's educators and educational policymakers wrestle with the vestiges of a bureaucratically unwieldy and racially biased educational system, they must also strive to create a system that provides quality education and training for all South Africans-young and old, regardless of race, class, or gender. Indeed, the redress of educational inequities is probably the greatest developmental challenge facing the South African government today. Historically speaking in the time of apartheid there was extreme racial, gender and class discrimination in the domain of education at all levels in south Africa. Efforts made by Nelson Mandela gave a ray of hope to the black students, but it was not enough to eliminate the racial discrimination. Although the enrollment of African women in higher education doubled between 1975 and 1985 but still severe inequalities between the sexes in the areas of science, engineering, and technology are found. Most of the south African women are employed as nurses and teachers rather than in management or scientific and technical occupations. The author points out that the factors that hinder women's education in south Africa include early marriages, frequent pregnancies, potential dangers associated with commuting to school and colleges and parents being unwilling to invest in women's education. It is therefore imperative that, in the evolving democracy, women be given incentives in the form of grants, financial aid, and other supports to assist them in their educational careers. This however should be kept in mind that simply opening the doors of education to women does not accomplish this task, for as this article has demonstrated, other factors-along with the legacy and vestiges of apartheid-hinder the choices of South African women, thus making their educational pursuits more of an uphill climb.

Given the preceding discussion and moving on to the South Asian scenario we find substantial amounts of scholarship on this issue. Sunita Bose (2012) has argued that a strong preference for sons over daughters in Indian families has been documented over centuries. A major consequence of this son preference is selective neglect or discrimination against daughters in the spheres of nutrition, health care and education. According to Bose there is more gender inequality in education in communities with high levels of maternal son preference and low women's status. Ila Patel, 1998 has argued that the social reform movement in India challenged the traditional subordination of women. Both revivalist as well as liberal social reformers in India perceived education of women as an instrument for changing their subordinated status in society. The reformers also opened up access to schooling for girls and women from the upper castes. This fact notwithstanding but the differences in access to the kinds and levels of knowledge to different genders remained throughout the colonial period. Moreover, the women's movement in India has played an important role in drawing attention to gender bias in school curricula. However, it needs to be pointed out here that the sporadic and weak efforts by the women's movement have not succeeded in bringing significant changes in school curricula or institutionalizing gender-sensitive curriculum reform. Patel further argues that women's movement in India has come a long way from its earlier focus on improving the status of women through welfare-oriented activities to demanding social justice and equality in democratic society.

Anju Malhotra and Mark Mather argue that in Sri Lanka, education and employment play an important role in determining women's input in financial decisions, they are largely immaterial in determining household decisions related to social and organizational matters. The relevance of schooling and paid work in determining domestic power depends on the social context under consideration. This context is defined by not only broad-based historical, economic, and cultural patterns, but also by specific structural factors that are fundamental in shaping gender relations and social differentials in education and employment. In Asian settings such as Sri Lanka, the most important of these factors include class and ethnic differences, the nature and dynamics of productive work, the stage in a women's life, and the structure and composition of the household. At the most basic level, how much schooling women receive or whether they are expected to work is likely to depend on their socioeconomic class and ethnic status. As compared to other ethnic groups in Sri Lanka (Sinhalese and Tamils who are Buddhist, Christian, or Hindu), the Moors, who are Muslim, tend to be more patriarchal in their attitudes with regard to women's roles,

activities, and movements. Therefore, not only would we expect that Moor women have lower schooling and employment levels, but also that they have a lower likelihood of authority or power in the family regardless of educational or work status.

There also is considerable amount of research conducted on this issue in Pakistan. For example, Monazza Aslam (2013) points out that education in the Pakistani context clearly improves women's labour market outcomes but it does so only for the minority of women who overcome the barriers to acquire high levels of education. Education clearly does reduce gender gaps in earnings among those who are employed and thus plays a vital role in attenuating gender inequalities in labour market earnings. In terms of women's overall social status, education appears to have a more powerful role in Pakistan than in India. Women with even low levels of education appear to be more socially empowered than those with none. Aslam argues that men (and their education) continues to play a pivotal role in Indian women's lives in the domain of decision making her sampled population. Imran Sharif Chaudhry, (2007) has argued that in Pakistan women have not been given an equal status in terms of education, health and employment. They are subjected to ill-treatment, socio-economic injustice, exploitation and physical and mental torture. Nevertheless, gender equality in education is largely recognized as a major factor in economic development. Gender inequality exists at the initial education levels and it continues to expand in the later phases in a girl's life. This fact significantly reduces economic growth at national level and hurts the overall status of women in the society. Education is a significant determinant of human resource development and a necessary ingredient for sustainable socio-economic growth when, particularly, it is concerned with the issue of gender equality. Pakistan has made insufficient progress to narrow down the gender gap in education. Madeeha Gohar Qureshi, (2012) in her work argues that this however is different from the situation for boys, because boys continue their education to the higher levels of graduate schools and don't drop out after the completion of their secondary school. Qureshi points out that parental education plays an important role in the process of education for both boys and girls. Her argument is that the mother's education is positively related with the likelihood of enrolment of girls at the primary and secondary level. As oppose to that father's educational level determines boy's education at all levels and girls at the tertiary level. Hence investing in female education today will not only empower females but as a positive externality will also lead to gender equity in educational outcomes in the future. Moreover, the case for reducing gender disparities in educational outcomes

is further supported when we see how gender imbalance in educational attainment and female labour force participation lead to discrepancies in the private rate of return to education by gender. The varied estimates of private rate of returns to education for males and females show that such deviations arise because the female labour force on an average is much less educated than male labour force. Samina Malik & Kathy Courtney, (2010), in their work argue that in Pakistani society the start of discrimination is from the homes, where boys are favored over girls and this continues throughout a female's life. Females are mostly excluded from the process of decision making, deprived from an equal share of things and most importantly from the opportunities to develop self-confidence that they are also capable of doing things. They are also assigned a subordinated and passive role. These discriminatory practices also continue in the education system. These cultural influences effect girls as they don't develop their full potential. As they are deprived of the opportunities to develop confidence that they are also capable of doing certain things which leads to lower their self-worth. Ultimately, they as being women are not equipped with skills neither knowledge which would give them economic independence. As a result of this women don't expect to be respected like a man who is equivalently educated. For similar reasons, they are largely prevented from assuming a rightful and responsible role within society. Ghazala Noreen and Humala Khalid in their 2012 work argued that in Pakistan, particularly in the rural and suburban areas, promoting women's education can perhaps play a vital role in gender equality. Education will also increase the ability of women to secure employment in the formal sector. As indicated by the literature reviewed for the current work and the primary data obtained for this project women are generally ignored in Pakistani society. Without women's contribution society cannot develop. Women have obstacles in every aspect of life. Empowering women has dual benefits, first to the women and second to the society. When we empower a woman, actually we are empowering family. In empowering women education plays an important role. Education is the basic right of women. Women having rights are more confident, have better living standard and they can make their own decisions. For the development of the economy women and men both should work together, and women should utilize their skills. Women should use their underutilized abilities. Women empowerment reduces poverty from the society because they can spend more on their families and don't depend on others. A society where women are having their rights is developed.

1.1 Statement of Problem

Given the preceding text we see that there are educational differentials between men and women globally as well as at the level of South Asia and Pakistan. The preceding text also tells us that this differential contributes towards the subordination of women to men in the society has an adverse impact on the overall status of women within the community that they belong. The above text is also indicative of the fact that no or lower educational achievement of women in any nation becomes an obstacle in the overall national economic growth and progress. This phenomenon also leads to feminization of poverty and many ills in a women's life.

I have narrowed down this broad area of my interest as stated in the introductory part into the following research problem to be addressed in the current research. The topic of my research thus is "A study of Quaid-i-Azam University from student's achievement perspective: A gender analysis." I have investigated this issue in the Quaid-i-Azam University.

1.2 Research Questions

I have operationalized my problem statement into following research questions:

1. What is the articulation between socio economic and cultural factors and student's future aspirations as well as achievement levels in class? (class background, family expectations, conceptualization of career, involvement in leisure activities, recruitment criteria, human and social capital, conceptualization of work and non-work life).
2. How do the curriculum and pedagogical practices impact male and female student's achievement overall?
3. How do the popular discourse and discursive practices create gendered subjectivities and resistance to or establishment of patriarchy in the university?

1.3 Research Objectives

1. To study the socio-economic background and cultural factors in the larger society that students of the university come from and connect these factors with their aspirations and achievement levels.
2. To understand the gendered messages comprising the curriculum and communicated through in-class pedagogical practices in the university.

3. To study and analyze the popular discourses and discursive practices circulated in different spaces in the university and see the articulation of the same with construction of gendered thought processes among the students.
4. To see if students subjected to gendered messages through discourse and discursive practices are resisting them or not and why?

1.4 Key terms

1. Achievement levels

As defined in Psychology dictionary “the stage of a person's or group's performance on a job based on unbiased or biased terms, the level of expertise gained in scholastic work or the level of expertise achieved in regards to a certain trait or ability, like reasoning, math, theatre, or sports achievements” (<https://psychologydictionary.org/achievement-level/>). Richard J. Stiggins (2008) defines achievement level as “a student’s demonstration of knowledge, skills and attitudes relative to grade level learner outcomes” (Richard J. Stiggins,2008: pp 6). I have used the psychology dictionary definition in my work since it allows to look at not only the in-class achievement of a student but also their achievements in extra and co-curricular activities.

2. Pedagogical practices

Lisa Kervin (2009) defines this term as “The strategies that teachers use to teach students. Strategies are selected according to the beliefs of the teacher, the needs of the learner and the demands of the task” (Lisa Kervin,2009: pp 1-13). Siraj-Blatchford, Sylva, Muttock, Gilden & Bell (2002) define the term as “The instructional techniques and strategies that allow learning to take place. It refers to the interactive process between teacher/practitioner and learner and it is also applied to include the provision of some aspects of the learning environment (including the concrete learning environment, and the actions of the family and community)” (Child Australia, pp: 1).

I have merged the definitions of Lisa Kervin and Siraj-Blatchford, Sylva, Muttock, Gilden & Bell (2002). To Lisa Kervin’s definition I have added the aspects of pedagogy being an interactive process between teacher and the learner. While looking at pedagogy I have also tried to understand the learning environment to include concrete learning environment as well as the actions of the family and community.

3. Patriarchy

The concept of patriarchy is defined in Merriam-Webster dictionary as “Social organization marked by the supremacy of the father in the clan or family, the legal dependence of wives and children, and the reckoning of descent and inheritance in the male line; broadly: control by men of a disproportionately large share of power.” (<https://www.merriam-webster.com/dictionary/patriarchy>). According to Wikipedia “Patriarchy is a social system in which males hold primary power and predominate in roles of political leadership, moral authority, social privilege and control of property. Some patriarchal societies are also patrilineal, meaning that property and title are inherited by the male lineage” (<https://en.wikipedia.org/wiki/Patriarchy>). To the Merriam Webster dictionary I have added the elements of men having political leadership, moral authority, higher social status and male control of tangible positions for the purposes of the current research.

4. Policy

North Carolina State University policy documents define policy as “Any standard, statement, or procedure of general applicability adopted by the Board of Trustees pursuant to authority delegated by law or the Board of Governors.” (<https://policies.ncsu.edu/definitions/>). Merriam-Webster dictionary defines the term as “a definite course or method of action selected from among alternatives and in light of given conditions to guide and determine present and future decisions” <https://www.merriam-webster.com/dictionary/policy>.

I have merged the definitions given by NC State University and Merriam-Webster dictionary. The merged definition will read as follows:

Policy is a procedure adopted by the authoritative position holders in any institution. A policy is always one of the many alternatives available to any institutional authority. The choice of an alternative is determined by the conditions prevalent at any given point of time.

5. Gendered subjectivity

Hollway W. (2014) states that “The term “gendered subjectivity” signals a critical formulation by moving away from the idea of innate sexual identity characteristics that divide human beings, like other species, into male and female” (Hollway W, 2014, Springer). Lewis and Jone Johnson (2018) defines the term as “An approach to women's history, *subjectivity* looks at how a woman herself (the "subject") lived and saw her role in life. Subjectivity takes seriously the experience of

women as human beings and individuals. Subjectivity looks at how women saw their activities and roles as contributing (or not) to their identities and meanings. Subjectivity is an attempt to see history from the perspective of the individuals who lived that history, especially including ordinary women. Subjectivity requires taking seriously "women's consciousness". (<https://www.thoughtco.com/subjectivity-in-womens-history-3530472>).

I have merged Hollway W. (2014) and Lewis and Jone Johnson (2018) in my current research to see as to how gendered subjectivities are created in the university through pedagogical practices and administrative and academic policies. The merged definition will read as follows:

Gendered subjectivity is the socio-cultural construction of people bearing different biological identities. Gendered identity also comprises a subject lived reality of his/her own sexual categorization as well as cultural constructions.

6. Socio-economic factors

Marc Chase (2018) defines the term as “Factors that are the social and economic experiences and realities that help mold one's personality, attitudes and lifestyle. These factors can also define regions and neighborhoods. Law-enforcement agencies throughout the country, for example, often cite the socioeconomic factor of poverty as being related to areas with high crime rates” (<https://classroom.synonym.com/definition-of-socioeconomic-factors-12079366.html>).

I have used this definition in the current research since it covers all dimensions of socio-economic factors that can affect the behavior of a person.

7. Cultural factors

Encyclopedia.com defines the term in following way “Culture encompasses the set of beliefs, moral values, traditions, language, and laws (or rules of behavior) held in common by a nation, a community, or other defined groups of people. Culturally determined characteristics include: the language spoken at home; religious observances; customs (including marriage customs that often accompany religious and other beliefs); acceptable gender roles and occupations; dietary practices; intellectual, artistic, and leisure-time pursuits; and other aspects of behavior” (<https://www.encyclopedia.com/education/encyclopedias-almanacs-transcripts-and-maps/cultural-factors>). As defined in Collins dictionary Cultural factors are elements “relating to

a particular society and its ideas, customs, and art” (<https://www.collinsdictionary.com/dictionary/english/cultural>).

I have merged the Encyclopedia.com and Collins dictionary definitions to study how the cultural factors in the larger society affect the careers of the students from the university. To encyclopedia.coms definition of cultural factors I have added the concept of values and aesthetics from Collins dictionary.

8. Popular Discourse

Foucault refers to popular discourse as “ways of constituting knowledge, together with the social practices, forms of subjectivity and power relations which inhere in such knowledges and relations between them. Discourses are more than ways of thinking and producing meaning. They constitute the 'nature' of the body, unconscious and conscious mind and emotional life of the subjects they seek to govern (Weedon, 1987: pp 108).” Diamond and Quinby define the term as “a form of power that circulates in the social field and can attach to strategies of domination as well as those of resistance” (Diamond and Quinby, 1988: pp 185) (<http://www.massey.ac.nz/~alock/theory/foucault.htm>). Foucauldian discourse analysis is a form of discourse analysis, focusing on power relationships in society as expressed through language and practices, and based on the theories of Michael Foucault. (https://en.wikipedia.org/wiki/Foucauldian_discourse_analysis). In the current research Michael Foucault’s definition of discourse is being used because it allows to analyze the articulation between language and practices in any social field.

9. Discursive practice

University of Hawai'i at Mānoa, the Department of Anthropology defines the term as “Processes by which cultural meanings are produced and understood. This approach offers a distinctive perspective on linguistic anthropology as well as cultural anthropology as a whole. It subsumes, but extends well beyond, the traditional field of linguistic anthropology and is central to contemporary cultural anthropology, especially its concern with ethnographic methods” (<http://www.anthropology.hawaii.edu/department/specializations/discursive/discursive.html>). Richard F. Young and Lourdes Ortega (2009) defines it as “a theory of the linguistic and

socio-cultural characteristics of recurring episodes of face-to-face interaction; episodes that have social and cultural significance to a community of speakers. This book examines the discursive practice approach to language-in-interaction, explicating the consequences of grounding language use and language learning in a view of social realities as discursively constructed, of meanings as negotiated through interaction, of the context-bound nature of discourse, and of discourse as social action. The book also addresses how participants' abilities in a specific discursive practice may be learned, taught, and assessed" (Richard F. Young and Lourdes Ortega, 2009: pp 1-280). In the current research University of Hawai'i at Mānoa definition is been used because while covering the discursive nature of behavioral patterns it also fits in with my methodology.

Chapter:2

Review of Literature

Keeping in view my research problem and questions. I have reviewed twenty-five pieces of scholarly work. I have reviewed literature in five domains namely: a) Theories of Gender, b) Anthropology of education, c) Women and Education, d) Power and hegemony, e) Patterns of academic achievement and career success of women.

In the first domain, I have reviewed the work produced by Changu Mannathoko (1999), Epstein, Hare-Mustin and Marecek, Nielsen, and Squire (1992), Lucy Delap (2004), Bonny Norton and Lyndsay Moffat (2008). The literature in this domain discusses different theories of gender.

To understand the second domain namely anthropology of education I have reviewed the work by M. Hoffman (1998), Norma González (2010).

In the third domain i.e., Women and education I reviewed Audrey C. Cohen (1971), Ursula King (1987), Agustín Velloso (1996), Gloria Bonder (1996), Ila Patel (1998), Rowena Martineau (1997), Nicholas Emler & Elizabeth Frazer (2010), L. Susan Williams (2002), Hugh Lauder, Phillip Brown and A. H. Halsey (2009). This domain is about the connection between education of women, their role and their expectations, it includes many articles on different strategies on women empowerment through education.

In this fourth domain of power and hegemony the work of Robert A. Dahl (1957), Mark c. J. Stoddart (2007) has been reviewed. The literature in this domain deals with differential ways that scholar have reviewed by looking at Gramsci concept of hegemony and rule of consent.

I have studied the work produced by Kimberly A. Mahaffy (2004), Ernest T. Pascarella, John C. Smart and Mark A. Smylie (1992), Karen McElrath (1992), Mary C. Regan and Helen Elizabeth Roland (1992), Marianne Bertrand (2013), Judith L. Stoecker and Ernest T. Pascarella (1991), Deborah A. O Neil, Margaret M. Hopkins and Diana Bilimoria (2008), Peter A. Heslin (2005). The literature in last domain discusses the Patterns of academic achievement and career success of women.

2.1.1 Theories of Gender

In the first domain theories of gender author Changu Mannathoko (1999) defines the association between gender and development and the connection between theories and education within the southern and eastern African region. He explains different aspects related to the subjugation of women like inequality, difference and oppression through different theories of feminism. To explain the inequality, he argues that the women's inequality has been positioned in the pre-colonial African society and it is due to the socialization and gender stereotypes that the position of women in academics and workplace is low and they are marginalized in society. Women are burdened with private sphere work and are restricted towards the access of public sphere this is a system that creates gender inequality. The author argues that the private sphere is associated with women who are linked to household work and child rearing with unpaid and undervalued activities, whereas, public sphere is associated with men with status, power, freedom, money, personal development and self-esteem. Socialization of children is persuaded so as to prepare them for their socially allocated adult roles to work in an appropriate sphere according to their sex. The author sees sexism in the South African context to be as discriminatory as racism because it discriminates women. Sexism dictates that the social fortunes of both genders are dependent on the genetic differences between male and female, this confines women to the domestic domain from childhood. Due to this, women grow up as mindless, helpless and dependent beings.

Dorsey et al. (1990) as cited in Mannathoko use theories of feminism particularly socialization and liberal feminism to describe marginalization and powerlessness of academic women at their university. They have argued that lower ranks are usually filled up by women, their participation in decision making committees is less and their publications are also less than men. Duncan (1989), Motlote (1989); Mbilinyi et al. (1991) as cited in Mannathoko argue that it is demonstrated through educational studies conducted in Botswana, Kenya and Tanzania that women are marginalized due to the stereotypes they face in getting education. The images in the textbooks reinforce that natural science professions such as engineering, geology and medicine are for men. Moving on to the Marxist feminist explanation women's position is shown to be a chunk of a complex class system of exploitation both in terms of social class and gender. Marxists scholars argue that gender inequality is not due gender issues but due to matters connected to social class domination in capitalist class system. In the opinion of these scholar's that inequalities in gender can be demolished when class division is destroyed.

Among Marxist feminist scholars Lengermann and Niebrugge-Brantley (1992) argue that theories which see situation of women differently from men explain the difference in terms of institutionalization, biosocial conditioning, social-psychological connections and third-wave feminism. Connell (1987) argues that the gender differences conservative biological explanations associate the difference between males and females with their diverse cognitive and emotional processes and physical bodies. These theories explain that gender is determined by biology and society imitates what is determined by nature. Wamahiu et al. (1996) argue that within this paradigm the key message of research studies is that gender discrimination is a societal fact and in Kenya in the studies of girl child show that the discriminatory practices against the girl child's early socialization depress the status of women and the difference in the socialization of boy children and girl children like she has visitor status in the house and will leave after marriage has an impact on kids' education. Moreover, the feminist theories that explain women's oppression are further divided into three groups' radical feminism, post structural feminism and socialist feminism. Gender oppression theories define condition of women as the result of a power relationship between women and men in which men implement individuals interests which strengthen their control, use oppression and subjugation as tools of keeping the lower status of women in the society. Measor and Sykes (1992) argue that Radical feminism looks at the society and social institutions as tools through which males dominate women which results in gender subjugation and bring the issues of patriarchy, reproduction, sexuality and socialization of children in front of human rights.

Kenway (1993) and Kenway and Willis et al. (1998) as cited in Manathoko argue that Post-structuralist feminism among other issues also analyzes silence of girls in the classrooms and men's domination and power. The women's voice-lessness in educational settings is viewed as the conformation of the fact that these sites support only those activities that strengthen patriarchal ideology and women's acceptance towards it. Whereas, socialist feminism is supportive of promoting the ideology of women empowerment in all sectors of society and in the whole social structure. It takes the stance that Marxist and Radical feminist thought needs to be merged if the subjugation of women is to be eradicated from the society. This trend in feminism uses domination and capitalist patriarchy to define types of social oppression using knowledge of class hierarchies and gender as a basis to the exploration of forms of oppression centering on social class, gender, race, sexuality, age and position within the global hierarchy of states.

Meredith M. Kimball reviews the works of Epstein, Hare-Mustin and Marecek, Nielsen, and Squire. Epstein's work is rooted in feminist empiricist epistemology. She argues that proper scientific study of gender differences reveals very minimal differences between men and women. The major important gender difference that is in our society she says is one of power. Hare-Mustin and Marecek's work grows out of the constructionist and deconstructionist thesis as applicable to gendered psychology. They use constructionism to show how this epistemology creates a gendered bias wherever it is used. They further argued that this bias should be understood as systematic slant related to the standpoint of the knower and not as an error. They go on to point out the similarities and differences between constructionism and standpoint epistemologies. Unger builds on this work and argues that gender difference should be studied not with the reference to traits but with reference to context. Lott, following Epstein argues that behavior has no gender and emphasizes the crucial role of power in the development of gender roles. Morawski is critical of feminist empiricism. He argues that gendered knowledge should be read in a rational fashion. Squire in her work points out that for the most part feminist psychology has focused on egalitarianism or women centered psychology. Nielsen's in her book however argues that emergence of feminism was similar to scientific revolution in the academia. She further argues that empiricism should be preserved by feminists while accepting the fact that all science is limited and standpoint oriented.

Lucy Delap in her work reviews various dimensions of the Edwardian feminism. Her argument is that Edwardian feminist scholars tried to appropriate and use the Nietzschean concepts of superman, genius, vital force and self-overcoming by the individualized ego. For her the superman of Nietzsche was a person who was opposed to the vulgar masses by virtue of internally superior abilities. He also points out that the Nietzschean superman was a genius. A genius by definition has huge amounts of what Nietzsche called a vital force. It was by using that vital force that a genius could create invent and perform extra ordinary activities with extra ordinary success. She goes on to say that for Nietzsche owing to internal characteristics of men only they could be geniuses and women comprise the vulgar masses. Delap argues that the Edwardian feminists broke the exclusivity of male genius and argued that women could also be genius having huge amounts of vital force and could be as accomplished as men in the public domain. They called such women free women and exceptional individuals. Edwardian feminists also believe that to become a free woman, women had to overcome their internal barriers to materialization of their genius. They also believe that that the few who could do this would lead all women out of subjugation and their

servant status in the Edwardian society. Marsden finds herself having the same stance as Delap. Contrary to the argument made by Delap and Marsden, Royden argued that women were unable to achieve the genius status because they wasted a large amount of their vital force on the process of biological reproduction of a child. She compared motherhood with the process of fatherhood and argued that the latter costs much less in terms of the consumption of the vital force than the former does and thus men are left with much more force after and while going through fatherhood that they can spend elsewhere. She concludes her argument by asserting that owing to the difference between fatherhood and motherhood there will be more creators among men than among women in art literature and science.

Bonny Norton and Lyndsay Moffat who belong to the post structuralist feminism address the issue of construction of gender and sexuality in human societies. They argue that the way that gender and sexuality are perceived and acted out by no means natural, inevitable or static. They point out that these perceptions in any society are a product of merger of social and historical events particular to that community. Norton and Moffat also assert that parents, students and teachers are pivotal in constructing gender and sexuality at any given point of time in any society. Thus, they conclude that the academic world is a major contributor towards how the members of the larger society perceive and understand genders and proper sexuality of both men and women. This in turn determines contradictory and discriminatory gender relationships in the society.

2.1.2 Anthropology of Education

To understand the anthropology of education in the second domain, Norma González (2010) argues that it is important to consider the role of education anthropologists as social critics in issues concerning learning, education and teaching. The sociohistorical context for the transfer of the cultural construct of anthropology to educational practice is a space where education and anthropology have involved in the struggle to influence policy of education. Arguments contrary to the margins and binary oppositions of fixed centers are beneficial for theorizing complex connections of historical contingencies, multiple spaces and subject positions that teachers and students take up outside and within schools particularly as they relate to education, language and immigration. The perceived disagreement between applied and advocacy anthropology and academic anthropology is a space of doing work through the binaries essential in transdisciplinary work. An engaged anthropology cannot be content with only academic and institutional laurels but

must confront and take responsibility for the real-life effects of anthropological theorizing and the practicing of anthropological theories. The cultural analyses are challenged by anthropologists that youth with disadvantages from non-authoritative populations by analyzing the categories that lessen their educational possibilities and communities.

Diane M. Hoffman (1998) argues that in the promotion of ethnic and cultural identities as the important domain in education the educational anthropologists put a lot of hard work. She noticed a link that exists between school performances and identity. In the recent year's critiques of essentialized methods to culture and identity have arose across disciplinary boundaries and yet to employ much influence on mainstream anthropology. Mainstream anthropology demands that identity be studies in terms of respecting, celebrating and understanding it rather than only using it for critical examination. The author argue that it is important to consider the want for critical inquiry into the concept of identity, propose that the field might reevaluate the value and need of a method that moves toward consideration beyond identity of cultural models of self and their implications and in three areas self appears to be a beneficial construct (multiculturalism, cultural therapy and transcultural comparisons of learning and teaching. Shimahara and Sakai (1995), explain in the case of Japanese and argue that associations between teachers and children strongly effect how they go about teaching, even when their official teacher education training and coursework are similar.

2.1.3 Women and Education

The third domain namely, women and education discuss the connection between women's education, their role, expectations and different strategies with women empowerment through education. Audrey C. Cohen (1971) addresses the importance of women's education for the development of human society. Cohen points out three types of barriers for women in terms of getting educated. She located these barriers in the educational setup, professional setup and the negative university policies. Social patterns dictate that women's primary job is to be housewives' and mothers. This in turn leads women to get lower education and peruse non-lucrative professions.

Ursula King explains the role of women education in world religions like Hinduism, Buddhism, Christianity, Judaism and Islam. While discussing Hinduism and women's education she points out that women in Vedic time and literature and right through 500CE enjoyed a higher status.

Beyond this time however their status started deteriorating and ultimately became abysmally low by the early 19th century. At the time when Hindu scriptures were against education of women. In Judaism as stated by Rabbi Julia Neuberger, the legal and general social disadvantages of women, coupled with a general lack of education, non-participation in services and a lack of encouragement to take part in activities related to religion, led to a spiritually disadvantaged section of society its women. King goes on to point out that in Islam women were privileged in Sufism or mystical Islam than in orthodox Islam. She points out that in Christianity literacy among women is encouraged, women also played vital role in the growth of Christianity. Although they were better versed than boys it is also seen that women are excluded from the creation of theological writings and church offices during the middle ages.

Agustín Velloso (1966) in his work addresses the state of women's education in Palestinian society. He points out that although the national statistics indicate rise in girls school enrolment in the country, but it does not translate into rise in women's education in Palestine. This is so because a very large number of girl's students drop out of school after primary education. After girls attain the age of 15 most of them leave school. He explains this phenomenon with reference to female discriminatory cultural tradition and restrictive Islamic world view with reference to women.

Gloria Bonder (1996) compares the foundations, the goals and the policy suggestions put forth by the UN Nairobi conference on women and platform for action produced by Beijing conference. Her argument is that Nairobi conference had a pragmatic functionalist approach while the Beijing conference took on an ethical and political standpoint on education of women globally. The Nairobi document focused on elimination of sex roles stereotypes in education and on changing education so as to eliminate discrimination against women. The documentation of Beijing platform however not only questioned the traditional definitions and stereotypes of femininity and also those of masculinity. Author argues that the platform documents propose to educate new generations to develop more equitable relationships in both the public and private domains. It also strongly affirms the importance of participation of women in the design, application and evaluation of technological changes in the sphere of education. The author point outs that the political and ethical stance of the platform documents notwithstanding there is a mention of educating women for

maintaining or improving a family or social order in their lives as mothers and wives in these documents.

Ila Patel (1998) argues that the revivalist as well as the social reform movement in India challenged the traditional subordination of women. She adds that later on the Indian nationalist movement put the foundation of women equality principles in social, political, economic and legal spheres and without questioning the patriarchal social relationships in family and society. While addressing the role of Indian women's movement in the education domain Patel points out that although it questioned misogyny in school curriculum not much was changed. Women's movement initially took up a welfare-oriented approach which latter on change to demands for social justice, equality and democracy. Patel praises women initiative in the country for redefining knowledge and promoting equality, justice and liberation through knowledge. Patel concludes that new challenges are faced by current women's movement to encourage women's education in the situation of worsening economic conditions, rising religious fundamentalism, identity politics and growing gender violence.

Rowena Martineau (1997) argues that in South Africa under the apartheid regime, secondary education even the basic elementary education was also not available to all. The policy makers and educators of South Africa fight with the remnants of a biased educational system based on race, they also struggle to create a system that provides training and quality education for all South Africans-old and young, regardless of gender, class or race. Historically speaking in the time of apartheid there was extreme racial, gender and class discrimination in the domain of education at all levels in south Africa. Efforts made by Nelson Mandela gave a ray of hope to the black students, but it was not enough to eliminate the racial discrimination. Although the enrollment of African women in higher education doubled between 1975 and 1985 but still severe inequalities between the sexes in the areas of science, engineering, and technology are found. Most of the south African women are employed as nurses and teachers rather than in management or scientific and technical occupations. The author points out that the factors that hinder women's education in south Africa include early marriages, frequent pregnancies, potential dangers associated with commuting to school and colleges and parents being unwilling to invest in women's education. It is imperative that to assist or support women in careers regarding education in the evolving democracy, they be given incentives in form of financial aid and grants. This article demonstrates that providing

education is not enough to achieve this task but there are also other factors that hinder choices of South African women, those factors should also be kept in mind.

Nicholas Emler & Elizabeth Frazer (2010), argue that a big question looming behind the international discussions about the 'political education' is the role of educational institutions and schools in producing political actors' governors, subjects and citizens. One perception underlying many 'political education' policies and projects is that schools can play an important in educating children as citizens and to achieve this there should be some political content in the curriculum. The relationship between education and a person's political role is obvious in the relevant scholarship: people who are educated take an active part in politics and their political identities are clearly defined. The authors go on to point out that it is difficult to identify each strain in the multi stranded relationship between education and politics clearly. This is so because there are many relational possibilities within this articulation and different possibilities have different outcomes. The research also shows that certain political and social goods are formed with an educated population like political expertise's, tolerance etc. Research is not indicative of the fact that people who study politics in their curriculum are competent political same as studying literacy or math's does not all the time makes people literate of numerate. But it is noteworthy that the organization of power and pedagogy in the schools has substantial political outcomes.

L. Susan Williams (2002) argues that the place defined as labor market area (LMA) helps in examining empirically that how place characteristics are influential and how youth manage gendered situations for young women to achieve educational goals. Young women's educational aspirations are dependent on gender-specific variables such as the number of women in college or the number of young women married in a local area. Moreover, what are assumed to be positive conservational effects are based on structural advantages for men and disadvantages for women. The author argues that the process is gendered: aspirations of young women depend upon gender specific variables like the number of women married and number of women in colleges. The author identifies certain place characteristics that have a key role to play in the women's education and achievement dynamics. These characteristics include population density big city attributes, school dropout rates and the local cultural milieu. The first two attributes have positive effect on women's aspiration while the latter two have a negative impact on the same. The authors point out three pitfalls in the local gender regimes with reference to women. These trappings include male

supportive environmental effects like manufacturing dominance in an area, in correct gender assumptions and in correct understanding of the impact of race and gender over determination of life courses. As reported by the author, it is not just the race, gender or class of people that regulates life courses. It is the conducts in which race, gender and class interact with the cultural and structural face of a place to give such identities meaning. The key argument of this research is strongly reinforced that the factors that determine attainments and aspirations differ in their impact from place to place. Within the gender regimes based on the variants the educational processes are negotiated by young women. Identification of the nature of variation is important in understanding the parameters of women's lives. Hugh Lauder, Phillip Brown and A. H. Halsey (2009) argue that economics a social policy as academic disciplines have replaced sociology with reference to certain significant questions which is problematic. The radical domain assumptions are noted by the authors that sociology of education have created a misfit between this discipline, policy makers and teachers. It is been suggested by the authors that in this situation the sociologist of education should be the part the broader democratic debate.

2.1.4 Power and Hegemony

The literature in the fourth domain, namely, power and hegemony, discusses the power concepts. Robert A. Dahl (1957) defines “power” in terms of relative relation between two or more people. Actors in a power relationship are the objects and may be groups, individuals, offices, roles, nation states, governments or other human aggregates. For identification of actors in relation to power he presented four things i.e. base or domain of power, range or scope of power, the amount of power exertion and means or instrument to exert power. He identified the need to define the concepts “equal power”, “more power than” and “less power than,”. Every time there are two individuals or groups of people, if they are power comparable, the only thing which can give them any position is the quantity or amount of power which they possess.

Mark c. J. Stoddart (2007) conceptualizes relationship between the reproduction of social power and the cultural production of knowledge by applying Marx’s ideology concepts to the models of discourse and hegemony. Ideology is set of ideas and interest of economically dominant class which a society adopts. In a capitalist mode of production, essential social relation exists between the working-class representatives and also between the working class and capitalist class which owns the production modes. The Frankfurt School asserts that the essential factors of domination

in a society are the i.e. cultural realm and scientific rationality. Marx's focus on economic production as the key factor of power, resistance and oppression. Stoddart states that idea of "hegemony" embedded in Gramsci's (1992) work. In this work it is argued that hegemony urge social classes and individuals to accept the norms and social values of an inherently unequal system. It is the type of social power which doesn't pressurize through threat of punishment for disobedience but relies on voluntarism and participation. For Gramsci it is not compulsory that the ideas of ruling class become the society's defining values, but continuing social action reproduces and creates hegemonic power. While comparing with theorists of Frankfurt School, hegemonic power is always contested, always unfinished and always historically dependent. Foucault (1978, 1994, 2000, and 2003) offers the concept of power having numerous features. The features of power as explicated by Foucault includes multiplicity of levels of power, localized operation of power and existence of resistance at the points of power operations. Laclau and Mouffe in the work of Foucault, propose an acceptance of the fact that social inequality is produced when hegemonic discourses are incorporated into individual subjectivities. Dorothy Smith (1990,1999) addresses the issue of power with reference to women's status in society. For her, women occupy sub-alternity position in current societies, marked by class-based and gendered structures of social power. These theories of ideology, discourse and hegemony provide several explanations in which discourse and ideology convince people to accept systems of social inequality as tolerable and incapable from social transformation.

2.1.5 Patterns of Academic Achievement and Career Success of Women

The literature in the fifth domain discusses the Patterns of academic achievement and career success of women. Kimberly A. Mahaffy (2004), argues that since 1991, low self-esteem of adolescent girls has been a persistent social problem. American Association of University Women's (AAUW's) puts it into public discourse and claim that self-esteem of girls drops abruptly from childhood to early adolescence and it has a detrimental effect on girls' future aspirations and achievements (AAUW 1991). Author by using the High School and Beyond, 1980 Sophomore Cohort Study, examines the relationship between gendered adolescent self-esteem, and three outcomes: income attainment, occupational and educational status to determine whether self-esteem in adolescence has a different effect on men's and women's socioeconomic achievements. Overall, the findings propose that the relation between socioeconomic outcomes, adolescent self-esteem and gender is probably less important than first reported by the AAUW (1991).

Ernest T. Pascarella, John C. Smart and Mark A. Smylie (1992) draw data for the study from the Cooperative Institutional Research Program (CIRP) 1971-1980 survey respondents. The study estimates the effects of college tuition costs on economic achievements, occupational, educational and early career for the national sample of white and black college students. Author finds that studying in high tuition college has a positive influence on outcomes as occupational status, women's entry into sex-atypical careers, income and educational attainment. The authors go on to analyze the phenomena of net positive socio-economic returns to investments in college education. In this regard they find several possibilities. These possibilities include contextual or environmental effect, the impact of tuition costs on collegiate grades and impact of socio-economic origins of the students on investment returns. Other possibilities pointed out by the authors are the impact of academic selectivity on investment returns and the impact of major on investment returns.

Karen McElrath (1992), explores the relationship between career disruption and academic rewards. Author argues that even when women are breadwinners, they still interrupt their careers more than men in academics, even when women are the primary earners. The author also points out that females were paid less than males as lecturers, associate professors, and full professors. The effect on job tenure are extensive when women change their academic jobs or interrupt their careers, the probability of completing tenure decreases and the tenure time length increases. There is little evidence from data that men are similarly disadvantaged. It is seen that work interruptions are perceived as an absence of devotion to an academic career. Tenure is a decision made by colleagues initially. Tenure committee members may believe that a previous work interruption implies a future interruption. Women in the sample who changed jobs did not do so for the purpose of upward mobility, rather, interuniversity mobility was associated with a loss of academic rewards among women. However, women who changed jobs may have been rewarded in ways such as enhanced collegiality or lighter teaching loads. Further, several women who wrote comments on the questionnaire stated that they had changed academic jobs (but had not left academia) to further a husband's career. Many also indicated that they had left tenured positions in order to move. Because of the increase in dual career couples, universities should adopt policies that will assist in finding acceptable employment for spouses. Few factors are found to be predictive of tenure and years to tenure among males. A positive tenure decision for males may be associated with other factors that this study is unable to tap. Male tenure candidates in this study may have been judged

by intangible factors, which perhaps include a subjective interpretation of "potential." When salary data is analyzed, fewer reward differences are found between male and female faculty members. Males, however, were rewarded for education, whereas women were not. Academic scholars are concerned often with issues of equality. The underlying message is that combining marriage with an academic career has a detrimental effect on academic women's careers.

Karen McElrath (1992), Mary C. Regan and Helen Elizabeth Roland (1992), argue that this study investigates how changes in women's attitudes about family, career and leisure compare over time with changes in men's attitudes. Author argues that life goal aspirations and educational expectations have changed over the decade of the 1970s. Women are now aspiring to combinations of family and career. Though men do show currents of interest in family, their movement away from career is associated with an increased involvement in leisure pursuits. These trends suggest a conflict between marriage/family and career goals for women and men. Long-range trends from 1952 to 1980 indicate that for university educated women family relations are becoming relatively less important and career more important. In contrast, for men career and family became less salient and leisure more central.

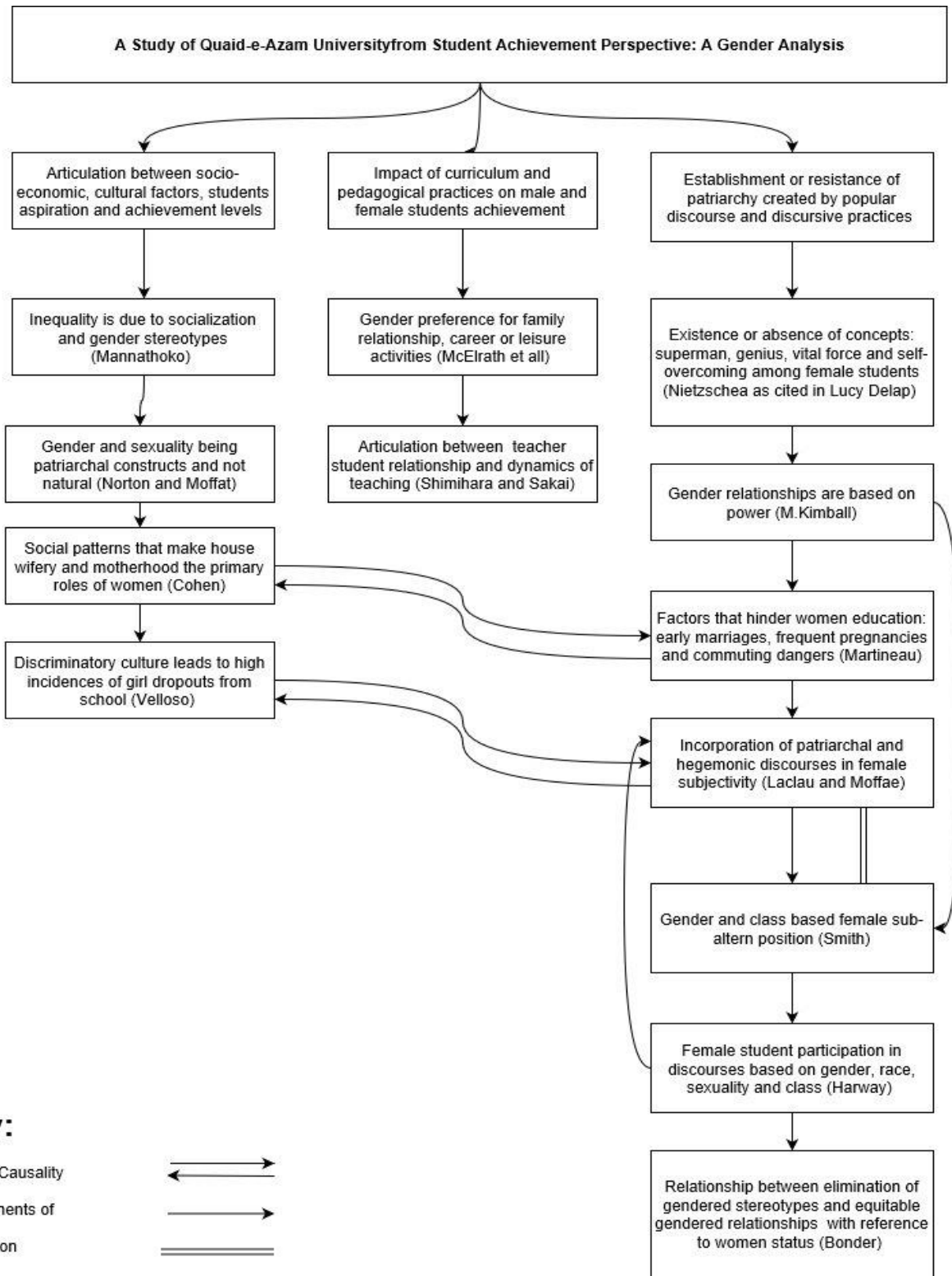
Marianne Bertrand (2013), reports the emotional well-being and measures of life satisfaction across college-educated women groups based on whether they have a family, a career, both or neither. Author argues women would not be able to attain the premiums attached to life satisfaction as these are linked with having a family and a career. A qualitatively study also gives a similar picture after analysis of the data based on emotional well-being. The study suggests that women with a career spend their day sad, unhappy, tired and stressed as compared to women who stay at home. No evidence of greater life satisfaction has found US College educated women representative samples.

Judith L. Stoecker and Ernest T. Pascarella (1991), address the issue in a longitudinal analysis of women's educational, career and economic attainments. The effect of attending a women's (versus a coeducational) college on these attainments are estimated within a structural causal model. This model is used in a fashion that controls are made, not only for other institutional characteristics, but also for specific student precollege characteristics and college experiences that have been shown to be crucial to the career attainment process. Authors say that when controls are made for background of women characteristics, other institutional characteristics, social and academic

experiences, marital status and precollege aspirations the institutional gender had an insignificant impact on women's post college occupational, economic and educational attainments. Similarly, women's colleges, particularly selective ones may be more closely linked to women's entrance into specific professional careers (for example, medicine, scientific research) instead of others of similar occupational status or level of male domination. There is also the possibility that the effect of attending a women's college is manifest somewhat later in an individual's career.

Deborah A. O Neil, Margaret M. Hopkins and Diana Bilimoria (2008), did research on careers of women appearing from 1990 to the present in academic papers in three key areas: applied psychology, management and careers. It is seen through review of literature that organizational penalties would not vary according to gender. Likewise, Kirchmeyer (1998) found that career disruptions of mid-career managers of both female and male has a negative impact on success. Due to family responsibilities women experience career interruptions more significantly than men mainly due to family responsibilities. Thus, women face excessively greater negative impact because of career interruptions. Schein in his (2007) work also asserts that an attitude of “think manager-think male” continues among men in the work area. Rindfleish and Sheridan in their (2003) work also found that gendered organizational structures are not challenged by women even in senior leadership roles. Ragins et al. (1998) found stark differences in perceptions between CEOs and women executives regarding women’s advancement into senior positions in American Fortune 1000 organizations. Authors also argue that female at executive posts still face organization culture issues they are stereotyped and excluded from central networks. Such issues lead to the disruption in careers and hinderance for women to achieve the higher positions in organizations. And if women overcome and reach to the senior positions or at top levels still, women have less authority and mobility as compared to men at the same positions. Since decades women are working but the main attitude among males is still the same “think manager- think male” (Schein, 1993, 2007). In this scenario it is difficult for women to achieve the highest levels in organizations as they still face stereotypes.

2.2 Figure 1: Conceptual framework: The pictographic presentation



2.3 Conceptual Framework

To construct conceptual framework of the current research, I have borrowed several concepts defined and explained by a range of scholars and theorists discussed in my literature review.

To understand the articulation between socio economic and cultural factors and student's future aspirations as well as achievement levels in class, I will borrow the concept socialization and gender stereotypes of Changu Mannathoko (1999) who says that women's inequality is due to their socialization and societal gender stereotypes. He proposes that it due to these two concepts that the status of women in academics and workplace is low and they are marginalized in society. I will use this concept in the current research to see how the socialization of female students in my sample and gender stereotypes that they grew up with effect their aspirations. Further on I am also borrowing the concept of gender and sexuality by Bonny Norton and Lyndsay Moffat. They argue that the way that gender and sexuality are perceived and acted out in patriarchal society is by no means natural, inevitable or static. They also argue that parents, students and teachers are pivotal in constructing gender and sexuality at any given point of time in any society. I will use this concept to see how the academic world is contributing towards how the members of the larger society perceive and understand genders and proper sexuality of both men and women. This in turn determines contradictory and discriminatory gender relationships in the society. Moreover, I will use social patterns concept by Audrey C. Cohen (1971) who asserts that women's primary job is considered to be housewives' and mothers in society. This in turn leads women to get lower education and peruse non-lucrative professions. I will use this concept to see how the perceptions created by the society about women affects the future aspirations and achievements of women overall. Additionally, I will use the concept of female discriminatory cultural tradition by Agustín Velloso. He argues that a very large number of girl students drop out of school after primary education. After girls attain the age of 15 most of them leave school because of discrimination in culture against females. I will use this concept to see impact of cultural and traditional factors on female educational levels and attainments.

To gain a firm grasp over the impact of curriculum and pedagogical practices on male and female student's achievement overall, I will use the concept of Karen McElrath (1992), Mary C. Regan and Helen Elizabeth Roland (1992) who are of the opinion that long-range trends from 1952 to

1980 indicate that for university educated women family relations are becoming relatively less important and career more important. In contrast, for men career and family have become less salient and leisure more central. I will use this concept to decipher the role of curriculum or pedagogical practices on gendered preferences with reference to career, family relationships and leisure. Moreover, I will also use the concept of Shimahara and Sakai (1995) who believe that relationships between teachers and children had an impact on how they go about teaching, even when their official teacher training and coursework are majorly similar. I will use this concept to see the role of pedagogical practices in the overall academic and career achievements of the university students.

To gain an understanding of how the popular discourse and discursive practices create gendered subjectivities and resistance to or establishment of patriarchy in the university. I am borrowing the Nietzschean concepts of superman, genius, vital force and self-overcoming as discussed by Lucy Delap. For Nietzsche vital force is that by which a genius could create invent and perform extraordinary activities with extraordinary success and only men could be geniuses and women comprise the vulgar masses. I will use these concepts to see how these Nietzsche concepts play out in the lives of male and female students in the university. I also plan using Meredith M. Kimball's concept that the major important gender difference in our society is one of power. I will use this concept to see the role of power in creating gendered subjectivities in the university. Moreover, I will use the concept of Rowena Martineau (1997) who states that the factors that hinder women's education in South Africa include early marriages, frequent pregnancies, potential dangers associated with commuting to school and colleges and parents being unwilling to invest in women's education. I will use this concept to see how these types of practices create gendered subjectivities in the life of female students in the university. Additionally, I will use concepts borrowed from Laclau and Mouffe as discussed in the work of Mark c. J. Stoddart (2007). Laclau and Mouffe accepts the fact that inequality in society is produced when the discourses on hegemony are incorporated into individual subjectivities. Dorothy Smith (1990,1999) addresses the issue of power with reference to women's status in society. For her, women occupy a sub-altern position in modern societies, marked by class-based and gendered structures of societal power. I will try to see how the sub-altern status of women based on gender and class is reflected in the subjectivity and behavioral patterns of sample women in the university. Haraway (1991, 1992 and 2004) believes that power operates as a network all over the social world. Both Smith

and Haraway assert that collective and individual social actors approve to take part in systems of class-based and gendered inequality in society through their commitment to a huge number of discourses about sexuality, gender, race and class. I will use this concept to see how discourse creates gender subjectivities.

I will also use the concept of Gloria Bonder (1996) that the Beijing platform documents propose to educate new generations to develop more equitable relationships in both the private and public domains within education. Where the focus of the Nairobi document was elimination of sex roles stereotypes in education and on changing education so as to eliminate discrimination against women. The documentation of Beijing platform however not only questioned the traditional definitions and stereotypes of femininity and also those of masculinity. I will use these concepts to see the policies. I will try to figure out these policies affirm the importance of women's participation if yes, have these polies leads to overall achievement of students of the university.

Chapter:3

Methodology and Methods

Methods and methodology are frequently used interchangeably in actual both are different. The techniques that are used to obtain or collect data while doing research are called Methods. Whereas, methodology is the logic underlying all the decisions that a researcher makes in the entirety of research.

3.1 Methodology

The term methodology is the investigation of methods and assumptions through which knowledge is produced. According to (Rajasekar, Philominathan and Chinnathambi, 2006, p.5) research methodology is “Essentially, the procedures by which researchers go about their work of describing, explaining and predicting phenomena. It is also defined as the study of methods by which knowledge is gained. Its aim is to give the work plan of research”. Kothari (2004) argues that research methodology is a systematic way to solve research problems.

3.2 Research Strategy

There are two types of research strategies used by researchers in the field of social science namely qualitative and quantitative. (Kothari, 2004) argues that methods used in qualitative strategy can be divided into three groups. The first group includes the methods used for primary data collection from the field. The second group includes the statistical techniques that are used for establishing relationships between various indicators and the unknowns. The third group includes all the methods used to evaluate the accuracy of obtained results.

According to (Strauss and Corbin 1998) the usage of qualitative research method for collecting data and analysis has increased over the past two decades. Given the context of the research strategies that can be used in social sciences as explained in the preceding text, I have located my research within the domain of qualitative investigation. Denzin and Lincoln (2008) state that the qualitative researchers usually deal with the realities that are socially constructed and they also unearth the way in which social experiences are created and given meaning. Heppner et al. (1999) have argued that the quantitative research methods represent the world statistically whereas qualitative research strategy represents the world in a narrative form.

3.3 Research Design

It is the manifestation or arrangement of various parts and entirety of research process and tells us how different components relate to each other and it comes from the logic we use to make during the research process or to decide about units of data collection all come under the rubric of research design. According to Majumdar (2005), research design is a logical framework that allows the researcher to answer the two questions that does the research provide answers to the basic research objectives, secondly, if yes, how well it does so. His argument is that the researcher must be sure about the plan and strategies he/she is going to use while answering the above questions. There are generally four types of research designs used in qualitative researches, exploratory, experimental, explanatory and descriptive research design.

For the current research while taking in account the current research questions, I have used the descriptive research design. (Majumdar, 2005) defines the descriptive research design as a design that allows the researcher to obtain accurate and precise description of the characteristics of a specific social group being studied to determine the frequency with which some events and characteristics occur in the sample of the research study and the relations that exist among them. A descriptive research design also allows to investigate some of the psychological and social aspects of people and group of community. I have used descriptive research design in the current research because a) it helped me to describe the articulation between socio-economic and cultural factors and student's future aspirations as well as achievement levels in class, b) it allowed me to pinpoint the overall impact on achievement of male and female students due to curriculum and pedagogical practices, c) it allowed me to define creation of gendered subjectivities and resistance to or establishment of patriarchy due to popular discourse and discursive practices in the university.

3.4 Units of Data Collection

1. Sampled Teachers
2. Sampled Female Students
3. Sampled Male Students
4. University Policy Documents
5. The curriculum for under-graduate and graduate classes being taught in the university.
(Two course outlines from each department were sampled using convenience sampling)

3.5 Methods

According to Blaikie, 2000 as cited in Grix, 2010 research methods are the techniques or procedures used to collate and analyze data. Methods flow out of methodology. The methods selected for a research study are related to the research questions and to the sources from which data is obtained. Multiple methods will be used to collect information in the current research. As mentioned above the research strategy is qualitative for the current research. In my research I have used following methods/techniques:

3.5.1 Rapport Building

In qualitative research the first thing a researcher must do is to build rapport with the potential respondents. As the researcher aims to gain in-depth knowledge from the sampled population about the phenomena being studied and must obtain accurate data. Owing to this fact it is necessary for him/her to socialize with the people residing in the locales and become a part of the community. They must not stand out as outsider. In order to provide correct information, members of the society being studied need to be confident and believe in the researcher integrity. The locales must be confident that under no conditions the researcher will break their confidence and the confidentiality of research will be maintained strictly. While building rapport it's the responsibility of the researcher to respond to all the queries. He/she must explain his/her research work in a way that is easily understandable and acceptable to the respondents. I have used this technique in the initial phases of my research for UDC1 through UDC 3 because without rapport building it would be impossible to get accurate information from any of these UDCs. I build the rapport with my respondents by visiting them and hanging around with them in their free time at the cafeteria etc. I did the same with the teachers and this allowed me to build rapport with them before interviewing them.

3.5.2 Participant Observation

According to (Bernard, 1994, p.342) "Participant observation involves getting close to people and making them feel comfortable enough with your presence so that you can observe and record accurate information about their lives." It is a technique through which the researcher observes the respondents' lives by becoming part of their groups and by adopting the culture of the locale of research. In the current research the use of participant observation have started at the rapport building phase in university and it continued throughout my work with UDC 2 and 3. It helped me to obtain an in-depth insight into the situation of female students in terms of how socio-economic

and cultural factors, curriculum and pedagogical practices as well as the discriminatory policies in university hinder their overall academic and professional achievements.

3.5.3 Interviews

The simplest definition of interview is conversation. More formally speaking, interviews are used to get the respondents' experiences and conceptions of reality and their inner perceptions. There are many kinds of interviews that are used in research. According to (Fontana and Frey, 2005) interviews can be divided into the following categories: structured interviews, semi-structured interviews and unstructured interviews. In qualitative research focus groups discussions are also conducted and they are referred to by some scholars as collective interviews. The type of interviews to be used in any piece of work is determined by the propositions, research questions or hypothesis formulated. In the context of the current research I have used these i.e. structured interviews, semi-structured interviews and unstructured interviews.

3.5.3.1. Unstructured

According to (Bernard, 1994), unstructured interviews are constructed on a clear plan that the researcher continuously keeps in mind. These interviews, however, are known for the minimum control over the informant's responses as the idea behind it is to that the people should open up and express themselves at their own pace and in their own terms. I have used the unstructured interviews throughout my fieldwork with UDCs 1 to 3. This method of unstructured interviews will allow me to obtain information from the faculty and students of the Quai-e-Azam University. This interview type also helped me in rapport building.

3.5.3.2. Semi-Structured Interview

The semi-structured interview is also known as interview guide. (Harrell and Bradley, 2009) have argued that it is the most flexible form of interview. According to (Khan, 2013, p.106), semi-structured interview is "a tool in which a researcher figures out a finite number of broad areas of interest to him/her and formulates one or two questions for each area to be asked as a point of departure for the discussion of that area. The backbone of the interview guide is the concept of probe. The interviewer asks the questions she/he has formulated for each area and obtains details about that area by formulating subsequent questions based on the responses he/she gets from the interviewee. The more impromptu the questions a researcher asks within his/her broad area of interest, the more the interview guide becomes useful for him/her. It is a very useful technique for

the researcher to obtain in-depth information within a large domain. The control of the interview in case of the interview guide rests primarily with the interviewee... this kind of interview disallows the interviewer to impose his/her social reality onto the native's perception. I have used semi-structured interviews with UDC 2 and UDC 3, it helped me to get in-depth information from these UDC's.

3.5.3.3 Structured Interview

Interview schedule is also known as structured interview. According to (Bernard, 1994, p.212) "Structured interviewing involves exposing every informant in the sample to same stimuli. The stimulus is a set of close ended questions. Every member of the sample is asked these questions in the same sequence. The most common form of structured interviewing is the questionnaire." I have used the structured interview for UDC 1 because faculty members have limited time as they are working on tight schedule thus closed ended question are the most suitable question form for them.

3.5.4 Discourse analysis

According to (Sarantakos, 2012) "Discourse analysis deals with linguistic practice. These are socially constructed frameworks of meanings that act upon people like rules, norms or convention. Discourse analysis deals primarily with language, but especially with its constructive and action-oriented nature; language and discourse are more than words and sentences. They are ways in which individuals present themselves. In discourse analysis, language has value in itself; it is the study object where one learns its structure and traits, regularities and recurring patterns. Discourse analysis attempts to capture the ways in which such variations occur, and the reasons for these variations." (Lia, 2005) has argued that there are four major approaches to discourse analysis that are currently used namely, Discourse Analysis (DA), Conversation Analysis (CA), Feminist Post-structuralist Discourse Analysis (FPDA) and Critical Discourse Analysis (CDA). In this research study I have used CDA for the analysis of data. Jorgensen and Phillips (2002) define critical discourse analysis as "Critical discourse analysis is 'critical' in the sense that it aims to reveal the role of discursive practice in the maintenance of the social world, including those social relations that involve unequal relations of power. Its aim is to contribute to social change along the lines of more equal power relations in communication processes and society in general" (Jorgensen and Phillips, 2002, p.63,64).

For the current study, I have used CDA for UDC 4 and 5 to critically deconstruct university policies and related documents as well as curriculum and road maps for under-graduate and graduate classes being taught in the university. This allowed me to understand the implicit and explicit meanings of the dominant as well as subjugated discourses around university policy making, planning and implementation in the university. This technique thus enabled me to collect data for my research questions in substantial depth.

3.6 Sampling

According to (Sarantakos, 2012) “The process of sampling involves any procedure using a small number of items and parts of the whole population to draw conclusions regarding the whole population. A sample is a subset, or some part, of a larger population. The purpose of sampling is to enable researcher to estimate some unknown characteristic of the population.” (Best and Kahn, 2006, p.13) states that “A sample is a small proportion of the population that is selected for observation and analysis. By observing the characteristics of the sample one can make certain inferences about the characteristics of the population from which it was drawn.” The sampling procedures are divided into two categories namely, probability and non-probability sampling. According to (Kumar, 2005, p.177-178) “For a sampling design to be called a random or probability sample, it is imperative that each element in the population has an equal independent chance of selection in the sample.” Further he states that “Non-probability sampling designs do not follow the theory of probability in the choice of elements from the sampling population. Non-probability sampling design are used when the number of elements in a population is either unknown or cannot be individually identified. In such situations the selection of elements is dependent upon other considerations.” In the current research I have used multiple methods of sampling. The sampling methods used in the current work are discussed in 3.6.1 and 3.6.2 below. The total sample size for this study comprises 44 people. This sample size has been broken up as follows:

- Under graduates and graduate students from both departments= 40
- Teachers from both departments= 4 (1 male and 1 female from each department)

The universe of my research namely Quaid-e-Azam University was broken up into two domains namely Humanities/Social Sciences and Natural Sciences. Each one of these domains was further broken up into males and females. The research universe was broken up in this way because the

subject matter taught in each of the domains is ontologically different and I wanted to see if this difference produces any different results in terms of construction of gendered identities of students.

3.6.1. Stratified Random Sampling

According to (Sarantakos, 2005, p.158) “Stratified random sampling is a probability sampling procedure in which the targeted population is divided into a number of strata and substrata a sample is drawn from each stratum. The resulting sub-samples make up the final sample.”

I have used stratified random sampling with UDC 1, 2 and 3. In the selected university, for UDC 1, I have divided the male and female teachers into two strata a) teaching under-graduate programs and b) teaching graduate programs. Each stratum further divided into two strata namely teachers teaching social sciences and humanities and those teaching natural sciences. For UDC 2 and 3, I have divided the male and female students in to two strata a) under-graduate students and b) graduate students. Each stratum divided into two further strata namely students studying natural sciences and students studying humanity/social sciences. The final sample for these UDC’s have been randomly chosen from each sub-stratum. Stratifying my target population in UDC 1, 2 and 3 in this fashion allowed me to get relevant data to answer my research questions.

3.6.2 Purposive Sampling

According to (Neuman, 2005, as cited in Saunders et al., 2009, p.238) “Purposive or judgmental sampling enables you to use your judgment to select cases that will best enable you to answer your research question(s) and to meet your objectives. This form of sample is often used when working with very small samples and when you wish to select cases that are particularly informative.”

I have used purposive sampling with UDC 4 and 5. In order to use the sampling method I have purposively chose some of the administrative and academic policies of the university. I have also purposively chosen curriculum of first and final years of humanity as well as natural sciences courses in two different departments (Chemistry and International Relations).

3.7 Locale

The larger area in which I have worked is Islamabad. Within the larger area there is a sub locale. The sub locale is Quaid-i-Azam University. The reason for choosing Quaid-i-Azam University is that it has a quota system so students from all over Pakistan come here to study from every ethnicity

and different class backgrounds. Working in this sub-locale will provide me with the data required to answer the four research questions of the current study.

Quaid-i-Azam University was established in July 22, 1967 under the Act of National Assembly of Pakistan, at the time of establishment its name was The University of Islamabad then it was renamed in the honor of Quaid-i-Azam Muhammad Ali Jinnah, founder of Pakistan in 1976. The total population of the university exceeded 13,000 students in 2015. It is a public research university based in Islamabad, Pakistan. Quaid-i-Azam university has twenty buildings among which nineteen are academic buildings and one is administrative building. It has one central library called Dr. Raziuddin Siddiqui Memorial Library and in addition to that every department owns their subject specific libraries. It has fourteen visiting faculty residences and in addition university hosts two faculty residential colonies and there are some hostels for teachers and for students there are ten hostels among which seven are male hostels and three are female hostels. There are two banks in the university Habib Bank and Askari Bank which provide banking facility with 24 hours ATM to students, teachers and employees. The total land that Quaid-i-Azam university owns is seventeen hundred acres in the foothills of Margalla. To maintain the good health of the students and for the promotion of extracurricular activities a fully furnished fitness center with sports equipment's and gymnasium is also established in the hostels. The students who live in hostels use this facility for physical development and to stay healthy.

Chapter: 4

Data presentation 1

In this chapter I will present the primary data obtained from students during the course of field work. I have divided this chapter into two parts. In first part I will present the data of chemistry students both males and females. In second part I will present the information I get from the students of International Relations both males and females. The data will be presented into the form of themes that emerge out of my interviews with students.

4.1 Part 1: (A) Thematic presentation of primary data collected from female students of chemistry department

4.1.1 Theme 1: Self-determination with reference to subject selection

The girl students were asked that by who's choice they opted chemistry. Most of them said that chemistry is a self-choice because they like the subject. It is substantiated by the direct quote by the respondent,

“Chemistry mai nay apni marzi say choose ke aur mai is say mutmain hoon”

(Translation: Chemistry is my own choice and I am happy with it)

Secondly, some respondents argued that sometimes they are forced to opt chemistry or a course from natural sciences being a natural science student because the merit for medical colleges is very high and they left with less choices so when they do not get admission in medical colleges, they opt chemistry. A respondent points out that,

“Mai nay chemistry is liay chuna kun kay medical students kay pass zada choices nahi hoti aur jab humain medical mai dakhla nahi milta to hum to humari choices limited ho jati hain”

(Translation: I have chosen chemistry because I don't have much options to go for as a medical student when we don't get admission in MBBS our choices are very limited)

Another respondent said,

“Mai nay chemistry is liay chuna kun kay medical ka merit bohat high tha aur meray number kuch kam thay toh mjhay us mai admission nahi mil saka”

(Translation: I opt chemistry because didn't get admission in medical because of merit my grades were bit low)

4.1.2 Theme 2: Students perception of their own class achievement

Students were asked to place themselves in terms of achievement in the class. All students see achievement in terms of grades they get and place themselves in top, middle and lower students according to their grades. Most of them place themselves in the middle or average students because of the grades they get which are usually not straight A's. It is substantiated by the direct quote of the respondent,

“Mai apnay apko average students mai place karti hoon apnay grades ke basis par”

(Translation: I place myself in class among the mediocre because of grades I get)

Another respondent argues,

“Mai apnay apko middle students mai consider karti hoon jo CGPA ata hai mera aur jitna mai lecture understand karti hoon baki students ke nisbat”

(Translation: I rank myself among middle level in my class based on understanding of lecture and grades as compare to other students of my class)

Only two of them perceive themselves under top ten students because they think they are active in class and pick lecture quickly and more easily as compared to rest of the students in class and they achieve higher grades too. A respondent noted that,

“Mai khudko top ten students mai dekhti hoon lecture samjhney ke aur grades ke basis par”

(Translation: I rank myself in top ten students because of both marks and understanding)

Another respondent argued that

“Mai apnay apko top ten students mai consider karti hoon kun kay meray grades achay aty hain, class mai participate karti hoon aur mai active student hoon”

(Translation: I see myself in top ten students because I get good grades, I participate in class, and I am an active student)

There is also a marginal voice that says due to less concentration span students don't get good grades; A respondent expressed her view that

“Mai apnay apko ak average student consider karti hoon jab baat ati hai class mai concentration ke kun k mai jaldi lose kar deti hoon mgy wajah nahi pata”

(Translation: I consider myself an average student when it comes to paying attention in class because I loss concentration very often I don't know the reason)

4.1.3 Theme 3: Perceptions about university as an educational space

When respondents were asked about their perception of university as an educational space most of them said that before coming to university they thought that it's a place to have fun, they won't have to study much, they will enjoy and roam about in university and won't have to take a lot of classes but when they joined university the perception completely has changed because after joining university they discovered that it's a study place they had to study a lot and work hard to get good grades and take classes too, its actually not a fun place rather a study space. They told me that their earlier perception about the university is product of media that showed university as a fun place through dramas and movies. One of the respondents said,

“Mera tasawur university ka idhar any say pehly tha kay hmmain zada parhna nahi pary ga kun kay hum ye sab dramon mai dekhty aa ray hain lakin jab mere university life start hue to mgy pata chala k haqiqat aur hai yahan bohat parhna parta hai”

(Translation: My thoughts regarding university were that we don't have to study more in university because this is the perception created in our minds due to media but once I started my university life I came to know that the reality is different we have to study a lot)

Another respondent said,

“Mera perception university ka ye tha kay ye fun place hoge jahan kam parhna pary gal akin ye such nahi hai yahan kafi parhna parta hai. Ye perception mera TV dramon aur filmo say bana lakin jab mai nay university join ke to mera experience totally different hua”

(Translation: My perception about the university was that it would be the fun place with little studying, but that's not true study is hard in university. This perception of mine is developed

from TV dramas and films, but when I got into university my experience was completely different).

There is only one respondent whose earlier perception of the university is that it's a place to study and she has to work hard she said that,

“Mera university ka concept yahan anay say pehly tha kay mujy kafi parhna pary ga jo kay zada change nahi hua”

(Translation: The concept of university in mind before coming was that I have to study a lot and it didn't change much)

Also, there are two marginal voices. Before coming to the university both of them thought that students will be confined to their ethnic groups. But after coming to the university one student's earlier perception has retained but the other one's perception has changed. The one who's perception has been retained told me that,

“University waisy he hai jesi mere expectations thien jesy kay conservative. Log apnay ethnic groups mai he rehtay hain jesy kay Gilgiti, Pathan, Sindhi sab nay apnay alag groups bnay hoty hain”

(Translation: University is same as my expectations i.e. conservative like people are confined within their ethnic groups like Gilgiti, Pathan, Sindhi all have made their separate groups)

Moving on the student who's perception has changed, she told me that,

“Mery liay university a concept tha kay strict aur conservative jagah hai jo kay mai nay suna hua tha kay students apnay ethnic groups bna letay hain aur unhe mai rehna pasand karty hain lakin yahan anay kay baad mera perception change ho gaya yahan azadi hai sab ak dosary kay sath milty hain aur apna groups tak mehdod nahi hain”

(Translation: The concept of university for me was that its strict and conservative like I heard students make their ethnic groups and stay confine in that, but my perception has changed after coming here there is liberty and freedom, and all mix up with everyone they are not restricted to their ethnic groups)

4.1.4 Theme 4: The relationship between extra-curricular and co-curricular activities and personality grooming

When I asked them about the impact of extra-curriculum actives and co-curriculum actives most of the respondents replied that its good for health and has increased confidence in them. One of the respondents said,

“Mai university fellows kay sath table tennis khelti hoon, extracurricular activities students ko help karti hain confidence build krny aur active honay mai inka faida ye bhi hai k is trhan phir apkay links banty hain jo kay apko help krty hain agay university mai”

(Translation: I play table tennis with my other girl university fellows; extracurricular actives help students to build confidence they become more active and advantages of being part of such activities are they become more social they know more they create links which helps them in future or somewhere in university)

Yet another respondents said,

“Mai university k functions mai hisa leti hoon jesy kay events, parties mai kabi hosting kar leti hoon aur ye cheezain mgy help karti hain confidence build karny mai”

(Translation: I take part in university functions like music events, parties I do hosting sometimes, and this helped me to gain more confidence)

A respondent from marginal voice asserted that she is not interested being part of such activities because it is not an enjoyable thing to do she said,

“Mera interest nahi hai extra circular activities mai kun kay mai inhain enjoy nahi karti”

(Translation: I am not interested in extracurricular activities because I don't enjoy)

4.1.5 Theme 5: Learning in a formal classroom situation or learning outside the classroom situation

When I asked from the respondents that where they learn more in within the class room or outside the class in the study group circles 99% of the respondents said that they learn more outside of the class in the study group circles because they there they feel free to ask, share everyone's ideas and do more discussion than in class because of limited time. One of the respondents said,

“Students group study mai zada learn karty hain kun kay hum zada concepts aur ideas share karty hain aur critical thinking karty hain jis ke waja sy hmry pass zada ways hoty hain ak he concept ko dekhny kay”

(Translation: Students learn more in study groups because we share more idea and concepts do critical thinking and know there are more ways to look the same concept in different ways)

Another respondent said,

“Learning groups mai zada hoti hai jab baat ati hai group discussions ke kun kay hum openly ideas aur concepts share karty hain nisbatan jo kuch class mai hota hai”

(Translation: Learning is greater when it comes to group discussions because we share ideas and concepts openly as compared to what happens in class)

Other than the dominant voice there is a marginal voice who believes that learning is more in class because teacher have more knowledge, classroom is a formal space for learning whereas in study circles students usually waste time by talking irrelevant. Respondent said,

“Meray khayal say learning class mai zada hoti hai, group study mai toh zada batain he hoti hain parhae ke nisbat”

(Translation: I think learning is more in class, in group study there is more gossips than study)

4.1.6 Theme 6: Student perception of an ideal teacher

When asked from the respondents most of them said that ideal teacher is that who comes down at the level of student to teach so that students understand easily. One of the respondents said,

“Ideal teacher woh hota hai jo student’s kay level par aa kar unko parhay aur sudents teacher kay sath connect kar jain”

(Translation: Ideal teacher teaches on our level we connect with her/him and this is a quality of a good teacher to come up on student’s mind level)

Another respondent said,

“Mery khayal say acha teacher who hota hai jo students ko un kay level pay lecture convey kar skay”

(Translation: I think good teacher is the one who can convey the lecture to every student at his/her level)

Some of the respondents said that an ideal teacher is that who is friendly, does not get angry with students if students ask questions, they clarify all the queries of students with patience. A respondent said,

“Acha teacher who hota hai jo students ko sunay dehan say, unkey sawalon kay jawab sabar say day”

(Translation: Good teacher is that who listens to the students attentively, clarifies each query and never lose patience with students)

Another respondent said that,

“Favorite teacher who hota hai jo friendly manner say parhay, unka lecture humain zada smjh mai ay dosray teachers ke nisbat aur woh students ka point of view bhi sunay”

(Translation: Favorite instructor is the one who teaches us in a friendly manner, we understand his/her lectures more as compared to other teachers' lectures and he/she listen to the student's point of view too)

Other than the above, there is a marginal voice that asserts ideal teacher is that who not only teaches students about the subject but also about the society as to how one can become a good human. A respondent said,

“Achay teacher ke khasusiat ye hai kay who students ko na sirf subject parhay bilkay ye bhi sikahy kay kesy society mai logon kay sath deal karna hai”

(Translation: Quality of a good teacher is that he/she teaches you about the society like how to deal with people not only just focused on the subject)

There is one voice who says that ideal teacher is that who is not bias towards few students rather treats all students equally. A respondent said,

“Mjy woh teacher pasand hain jo kay bias na hoon, friendly hoon aur kuch students ko favour na kar kay dosron ko ignore na krain”

(Translation: I like teachers who are not bias, are friendly and never favor some students and ignore or victimize others)

4.1.7 Theme 7: Qualities of a suboptimal teacher

Most of the respondents argues that for them a teacher who is not and ideal for a student is the one who is bias towards few students and only listens to them and responds to them. One of the respondents said,

“Buray teacher kay characteristics ye hotay hain kay woh bias hota hai, irregular hota hai, students k sath connect nahi karta, ak he cheez bar parhata hai jo kay ak teacher ko boring bna deta hai”

(Translation: The characteristics of a bad teacher are biasness, irregularity, disconnection with students and repetitiveness which makes the teacher boring)

Another respondent said,

“Asa teacher jo favoritism kary aur kuch students ko achy number day aur kuch ko buray apni likeness pay who ak acha teacher nahi hota”

(Translation: A teacher who does favoritism and gives good marks to few students and not to others on the bases of his/her liking is not a good teacher for me)

Some of the respondents said that the teacher who thinks he/she knows everything and never listens to the students just imposes things on students and never takes into consideration their point of view is not a good teacher. A respondent said,

“Mere nazar mai bura teacher woh hai jo apnay apko superior smjhy kay sirf usi ko sab ata hai aur unchi batain kary aur students k sath connect nah kary”

(Translation: For me a bad teacher is that who thinks he/she is superior and know everything and talks on high level and can't connect with students)

Another respondent said,

“Mery liay asa teacher jo students ko na sunay aur apna kaha hua impose kary ak bura teacher hai”

(Translation: For me a teacher who never listens to students and imposes his/her opinion is a bad one)

A lone voice said that the teacher who comes to the class and wastes time of the students is not a good teacher. She said,

“Ak bura teacher woh hai jiska focus lecture deliver karny pay na ho bilkay ghupshup mai waqat zaya kary”

(Translation: The bad teacher is one who does not focus on giving lecture rather spends time in story telling)

4.1.8 Theme 8: Significance of pursuing a career

When asked from the respondents about pursuing a career after the completion of their degrees all of them said that they are career oriented and will pursue a career after completing their degree. Most of them said that they will pursue a career because it will help them to become financially strong when they earn most of their needs will be fulfilled, they will not rely on others and become independent. One of the respondents said,

“Mujhy salary milay ge aur mai independent ho jaun ge”

(Translation: I will get salary and I will become independent)

Another respondent said,

“Mai career is liay pursue karna chahti hoon ta k mai independent ho jaun, dosron pay rely nahi karna chahti jab mgy salary milay ge to mery pass authority ay ge apni life decisions lany ke”

(Translation: I want to pursue my career as I want to be independent, I don't want to rely on others I get salary I get more authority and take my life decisions on my own)

There is a marginal voice who believes in the fact that pursuing a career is important for mental health because when you go out it will help a person to not overthink on useless things. A respondent said,

“Career pursue karny k advantages ye hain k hum busy rehty hain aur ghar beth kar overthink nahi karty. Is k baraks agar hum career pursue na karain toh ghar beth kar overthink krny say hmari health affect hoti hai aur gharelo larae jhagray ka sabab banti hai”

(Translation: The advantages of perusing a career are that we become busy and not over think by sitting at home. On the other hand, if don't peruse careers than it affects our health by sitting and over thinking and watching star plus which leads to domestic disputes)

4.1.9 Theme 9: Career is a gender specific phenomenon

When asked from the respondents about the perception of careers that are appropriate for males and which ones are appropriate for females. Most of them said that teaching is an appropriate career for females because they have to give time to their families too and the working hours for teachers are also good they can easily give time to their families, secondly it is also considered as a respectable job for females and most importantly it is secure. One of the respondents said,

“Teaching larkion k liay acha profession hai kun k is say larkian ghar pay time family ko bhi time day sakti hain”

(Translation: Teaching is a better profession for girls because it allows women to give more time to family)

Another respondent said,

“Meray khayal say females k liay appropriate career teaching hai kun k ye secure aur respectable hota hai zada mardon say deal nahi karna parta kun k teachers zada tar females he hoti hain”

(Translation: The appropriate career for females is teaching because its more secure and respectable you don't have to deal with a lot of men mostly teachers are females)

A respondent also said,

“Teaching females k liay acha career smjha jata hai aur field work type jobs achi nahi smji jati kun k security issues ke waja say females ka field work krna mushkil hota hai, ye kuch had tak such hai lakin phir depend karta hai family pay kis trhan leti hain aur kia allow karti hain”

(Translation: Teaching is considered as a good career for females and field work type jobs are not considered good because of security issues in our society for girls its difficult and not safe to do field work, this is somehow true but again it depends on family how they feel and what they allow)

Some of the respondents said that there should be no restriction on males and females when it comes to making a career choice. Both females and males can opt all type of careers depending upon their capability and will to work in a certain sector. A respondent said,

“Meray khayal say males aur females careers mai koi difference nahi hota ye depend karta hai individual interest pay particular career ka”

(Translation: I think there is no mandatory difference between careers for girls and boys, it is the individual’s interest in particular career paths)

Another respondent said,

“Males aur females pay koi restriction nahi honi chahiay different fields ke ye depend karta hai interest aur ability pay dono har kam kar skty hain”

(Translation: There should be no restriction on males and females for different fields, it should depend on interest and ability both can do anything)

There is a marginal voice who believes that administrative jobs are appropriate for males not for females because for females it’s difficult to deal with men. The respondent said,

“Males ko administrative jobs karni chahian kun k un k liay dosray admion k sath deal karna mushkil nahi hota”

(Translation: males should do some sort of administrative job because it’s not difficult for them to deal with men)

There also was a one voice that said business is appropriate for males because it involves making calculations and men are sharper in it, she said,

“Business males k liay appropriate hai kun k males calculations mai achy hoty hain kun k main nay observe kia hai mera bhai maths mai acha hai aur mere family k males business oriented hain aur sab acha kar ray hain”

(Translation: business is appropriate for males because they are good in calculations because I saw my brother, he is good in math's, I think what I have observed over the years among males of my family they are into businesses and doing really well)

4.1.1.1 (a) Engendering discourse and discursive practices in the university

Themes emerging:

4.1.1.2 Theme 1: Content as discourse

When asked from the respondents about the quality of the course content that as to what they thought was a good and bad course content wise, most of them said that a good course was one which maintain students interest, is not boring, is not repetitive, includes contemporary material to study and most importantly includes some practical work like lab work. Bad course content wise is that which is the other way around. One of the respondents said,

“Mera favorite course organic chemistry hai kun k is mai lab work included hai aur mjy lab mai practical work krna pasand hai. English mjy pasand nahi kun k iska content poor hai isko improve krny ke zarurat hai ye kafi purana aur repetitive hai sab wohe hai jo hum FSc mai parh chuly hain”

(Translation: My favorite course is organic chemistry as it includes lab work and I like doing practical work in labs. The course I don't like is English because its content is poor and should be improved its old and repetitive, it has stuff that we have already studied in FSc)

Another respondent said,

“I am studying five courses in this semester and my favorite subject is Solutions because the teacher is teaching it very well and its content is also good not repetitive and it includes lab work too, the subject I don't like is organic-chemistry because its content is not good they are teaching things which we have already read so it makes the course boring”

4.1.1.3 Theme 2: Inter gender interaction in class and pedagogical practices as discourse

When asked from the respondents about the interaction of teachers with the male and female students that with whom they interact more, or do they interact equally, secondly what kind of students ask more from teacher's male or female students or all ask equally in class. Most of the respondents said that teachers interact equally with students of both genders the questions are not gender specific. One of the respondents said,

“Teachers male female students say equally interact katry hain”

(Translation: Teachers interact equally with male and female students)

Another respondent said,

“Teachers male female students say equally deal karty hain koi bias nahi hoti”

(Translation: Teachers deal all students equally there is no bias between male female)

Adding to this a respondent also said,

“Teachers specific gender say questions nahi puchtay bilkay general hotay hain sab k liay”

(Translation: Teachers don't ask questions to specific gender rather questions are general for everyone)

A marginal voice said,

“Teachers males say zada questions puchty hain kun k who class mai participate nahi karty”

(Translation: Teachers ask more questions from males because they do not participate in class)

Some of the respondents said that females ask more questions in class from teachers because they are in majority in chemistry department. A respondent said,

“Class mai sirf larkian questions puchti hain”

(Translation: In class only, female ask questions)

Another respondent said,

“Larkian zada questions puchti hain kun k larkian majority mai hain”

(Translation: Girls ask more question in class as girls are in majority)

Yet another respondent said,

“Zada tar larkian questions k answer karti hain kun k who majority mai hain”

(Translation: Mostly girls answer the questions because girls are in majority in the class)

There is a one voice who believes that boys ask more questions in class from teachers because boys are more active than girls, so they give quick responses to the questions of teachers. A respondent said,

“Males students zada sawal puchty hain female students ke nisbat, males zada active hoty hain quick response dety hain aur larkian zada tar baton mai lag jati hain aur dehan nahi deti lecture par”

(Translation: Male students ask more questions than female students in class and they are active they give quick response usually girls start talking to each other and don't pay attention in class)

4.1.1.4 Theme 3: Inter gender interaction outside the class as discourse

When asked from the respondents about the intensity of interaction between male and female students outside the class most of them said that both male and female students have good interaction outside the class, all meet and greet each other, eat together at university huts, go to picnic together and study together in groups. One of the respondents said,

“Males aur females ka interaction class mai aur class say bahair dono jagah acha hai sab achy say miltay hain aur hesitation feel nahi karty groups bnany mai”

(Translation: The interaction outside and inside the class between male and female students is good all interact nicely and do not hesitate even they make groups)

Adding to that a respondent said,

“Larky aur larkion k darman interaction acha hai hum class say bahir milny mai bhi comfortable feel krty hain apnay male colleagues k sath”

(Translation: Interaction between boys and girls is very good we feel comfortable in meeting our male colleagues out of the class)

Some of the respondents said that the gender interaction in chemistry department is less, girls in chemistry department are reserve and stays in their personal space or within girls' groups, some of them even don't talk to boys. A respondent said,

“Hmary department mai gender interaction kam hai ye zada QTV ke trhan hai females reserve rehti hain aur zada interact nahi kartien yahan tak k inho nay ak lawn ko female lawn ka naam dia hua hai aur wahan larkon ko anay ke ijazat nahi detien abhi ap dekh lain koi male nazar aa ra hai kia apko betha hua mery khayal say ye majority mai hain aur smjti hain jo chahain wo kar sakti hain kun k hum majority mai hain to hmry pass zada authority hai larkon ke nisbat”

(Translation: In our department the gender interaction is less it's more like QTV females are reserve and don't interact much even they don't allow male students to sit in lawn they name it as female lawn as you can see there is not a single male sitting here I think they are in majority and have that mentality that we can do whatever we want and as we are in majority we have more authority then boys)

Another respondent said,

“Chemistry department mai gender interaction kam hai females zada interact nahi kartin mjy nahi pata asa kun hail akin ye mai nay observe kia hai apny department mai”

(Translation: In chemistry department the gender interaction is less females don't interact much with male students I don't know why but I observed this pattern in my department)

Almost all respondents said that girls are dominating in chemistry department because they are in majority, within and outside the class they seem dominating, in relationship also girls seems dominating because they can make their partners to act according to their wishes and in making picnic plans always girls make plans and boys usually do the execution part like arranging the transport and collecting money. A respondent said,

“Hum larkian zada tar outing plans bnati hain aur larky usually sari arrangements karty hain kun k unko zada access hoti hai chezon ke aur who akely easily ja skty hain jab k larkion k liay insecure hota hai drivers say deal karna. Larkian zada dominating hoti hain jab baat ati hai relationship ke, un k pass zada authority hoti hai aur larky wohe karty hain jo larkian kehti hain”

(Translation: We girls make outing plans and boys usually do all the arrangement as they have access to more things and can go easily alone also but it's difficult for girls and insecure to deal with drivers. Girls are more dominating in our department when it comes to relationship, they have more authority and what they say goes with their partners)

Another respondent said,

“Picnics larkian plan karti hain aur buses ke arrangements larky karty hain. Yahan par bohat couple hain aur mery khayal say larkian dominate karti hain kun k larky kam hain hmary department mai toh larkian apnay male partner ko apnay tak mehdod rakhti hain yahan tak k kisi larki say bata bhi nahi kanrny deti kun k wo insecure feel karti hain k kahin unka partner unko chor na day is liay woh restrict kar deti hain baki larkion ko milny say is base pay k wo kar leti hain restrict that means k woh dominate karti hain”

(Translation: The picnics are planned by girls and usually males do the arrangements for buses.

There are many couples around us and I think girls are dominating as boys are less in our department so girls keep their boys confine to them don't let them even talk to other girls they feel insecure that if their guy talk to other girls he may leave her so they restrict the boys and if they are able to restrict that means girls are dominating in a relationship)

There is a marginal voice who believes that boys are dominating in a relationship among those who they know on the bases of decisions girls do what boys ask them to do. A respondent said,

“University mai kafi dating patterns hain aur kafi couples ko janty hain hum I think larky zada dominating hoty hain kun k who jo kehty hain larkian wohe karti hain jesya k larky kahain k hijab pehn lo to larkian hijab pehna'na shuru kar deti hain ye mere ak dost ke example hai, us nay apnay partner ke demand pay phen lia”

(Translation: There are many indicators of dating in university we know many couples and I think boys are more dominating because girls do what they say like if boys say wear hijab girls started wearing hijab this is an example of my friend, she started wearing hijab on the demand of his partner)

There is also one voice that says both are equal in terms of relationship. A respondent said,
“University mai bohat sary couples hain kabhi larkian dominant lagti hain kabhi larky kun k kabhi larky maan lety hain baat kabhi larkian”

(Translation: There are many couples in university and sometimes girls seem to be dominating sometimes boys like sometimes girl listens and accept what boys says and sometimes boys listen and accept what girls says)

4.2 Part 1: (B) (Themes emerging out of interview of male students from chemistry department)

4.2.1 Theme 1: Self-determination with reference to subject selection

When I asked the respondents about choosing chemistry most of them said that its their personal choice, they like the subject, they have interest in the subject, and they got admission on merit. One of the respondents said,

“Mai nay chemistry apni marzi say choose kia kun k college say he mera interest is mai develop ho gaya tha”

(Translation: I opt chemistry by my own choice as I have developed a great interest during my first year at college/high school)

Another respondent said,

“Mai ny chemistry apni marzi say choose kia kun k college say he mjy pasand tha aur mai apni choice say satisfied hoon”

(Translation: I chose chemistry by my choice because I liked chemistry from the college, and I am satisfied with my choice)

Some of the students said that chemistry is not their personal choice, they opt because they did not get admission in medical college or the field of their own choice, so they left were with limited choices and opt chemistry. One of the respondents said,

“Mere pehli choice medical thi lakin jab admission nahi mila to chemistry choose kar lia ab mai satisfied hoon”

(Translation: My first option was medical and when not got the admission then choose chemistry and now, I am satisfied)

Yet another said,

“Mai nay chemistry is liay choose kia kun k mery pass koi option nahi reh gae thi, mai ny army mai apply kia, medical mai kia aur kuch aur programs mai bhi lakin kisi mai bhi admission nahi mila to mai nay QAU join kar le ab mai satisfied hoon”

(Translation: I chose chemistry because no other option was left, I applied in army, medical and few more programs but I didn't get admission, so I joined QAU. Now I am satisfied with my choice)

There are two marginal opinions coming from two different students one of them said, that chemistry is not their personal choice,

“Merya ak uncle chemistry mai PHD kar ry hain unho nay mgy chemistry ka batay aur apply kia aur mera admission ho gaya ab mai satisfied hoon apni choice say aur mai enjoy kar ra hoon”

(Translation: My uncle is doing PHD in chemistry he told me about it and applied in chemistry for me and I got admission. Now I am satisfied with it I am enjoying my studies)

the other student said,

“Mai nay parents k pressure ke waja say chemistry chunam era personal interest army aur civil services mai tha”

(Translation: I choose chemistry because of parental pressure; personal interest was in army and civil service).

4.2.2 Theme 2: Students perception of their own class achievement

When asked from the respondents about their perception of their own achievement within the class most of them said that they consider themselves as average students based on the grades they get and the effort they put to understand the lecture because all came from different educational backgrounds, it is difficult for them if they don't come from English medium schools so they need more effort to pick the lecture as compared to the students who came from English medium schools

this is one of the reason behind the respondents being average students. One of the respondents said,

“Mai apny apko average students mai consider karti hoon in terms of achievement kun k mai bohat mehnat karta hoon grades k liay lakin kafi students English medium backgrounds say aty hain aur wo zada active hoty hain aur jaldi pick karty hain lecture is liay un k grades bhi achy aty hain”

(Translation: I place myself in middle students in class in terms of achievement because of my grades I work hard to get the grades but there are students who came from different backgrounds and good English medium schools they are more active and pick lectures quickly, so they get good grades)

Another respondent said,

“Mai apnay ko middle students mai consider karta hun apny grades ke basis pay in terms of achievement”

(Translation: I place myself in middle in terms of class achievement because of my grades)

Some of the respondents place themselves among average students on the bases of the grades they get and on the bases of understanding a lecture. A respondent said,

“Mai khudko bottom ten students mai dekhata hoon kun k mai dosron ke trhan lecture quickly pick nahi kar pata”

(Translation: I rate myself within the bottom ten students because I can't pick lecture quickly as others do)

Adding to that another respondent said,

“Mai apnay apko lower ten students mai consider karta hoon apna grades ke basis pay asa nahi hai k mgy teacher ka lecture smj nahi ata mery concepts bhi clear hain lakin mai unhain express nahi kar pata paper mai jiske waja say mery grades buray aty hain”

(Translation: I place myself in lower 10 students in class because of my grades it's not like I don't understand what teacher says my concepts are clear, but I couldn't express them in a proper way, so I get bad grades)

There is a marginal voice who consider himself among top ten students on the bases of understanding a lecture and reproducing it in exams intelligently. A respondent said,

“Mai apnay apko top ten students mai consider karta hun understanding aur grades ke basis pay”

(Translation: I rank myself in top 10 students because of understanding and grades)

4.2.3 Theme 3: Perceptions about university as an educational space

When asked from the respondents about their perception of university as an educational space. They were asked as what they had in their mind about the concept of university before actually joining it. Most of them said that they thought university is going to be a fun place where they don't have to study much, it would be a place where they feel free as it would be an open space but when they join the perception completely changed as now they feel that it's a place to study and they have to work hard to get good grades and to understand lectures. One of the respondents said,

“University any say pehly mera concept that k ye ak bari open aur enjoyable jagah hai lakin yahan any k baad mera concept thora change ho gaya kun k yahan enjoy krny say zada parhna parta hai”

(Translation: The concept of university before coming here for me was that its very big place open and enjoyable, my concept changed a bit as we have to study a lot more than enjoying)

Another respondent said,

“Mera concept university any say pehly totally opposite tha ab say. Mai socha krta tha k yahan zada parhna nahi pary ga kun k semester based hai to workload kam hoga lakin haqiqat ye nahi hmain bohat parhna parta hai”

(Translation: My concept before coming to university was totally opposite to what it is now. I used to think that we won't have to study much since it was based on semester system, we would have less workload but it's not the reality we have to study a lot)

There is a one voice who believed that university would not be a fun place and there would be no freedom and his perception has not changed after joining university. A respondent said,

“Mera university k mutaliq khayal tha k yahan zada azadi nahi hoge lakin yahan any k baad mery thoughts completely change ho gay kun k university ke environment kafi open hai”

(Translation: My thoughts regarding the university was that there would be no freedom but after joining the university my thoughts changed completely as university's environment is really open)

There is also a marginal voice here comprising one student, who believed that university was not going to be a fun place and students will have to work hard and this perception has not changed after joining university.

“Mjy university asi he lagi jesa mai ny socha tha jahan zada parhna nahi pary ga college ke trhan aur mai ny theek socha tha”

(Translation: I found university as I expected like my perception of university was that we don't have to work as much hard in university as we are in college and that was right)

4.2.4 Theme 4: The relationship between extra curriculum and co-curriculum activities and personality grooming

When asked from the respondents almost all of them said that they participate in extra curriculum activities because it helps them to increase confidence and feel active as they meet many people socialize more and develop links which will also help them during degree. One of the respondents said,

“Mai extracurricular activities mai participate karta hoon jesy k seminars arrange karna apny subject say relevant ya phir social issues pay aur parties arrange karna kun k ye aka cha zarya hai social interaction barhany ka aur is say confidence bhi boost hota hai”

(Translation: I take part in extracurricular activities like arranging seminars regarding our subject or sometimes on social issues and arranging parties as this is a good way of increasing social interaction and this also boost one's confidence).

Another respondent said,

“Mai extracurricular activities mai part leta hoon jesy k badminton aur seminars attend karna kun k ye mery khayal say ye help karta hai confidence build krny mai connections aur links build krny mai bhi jo k agy ja kr help karty hain kun k mgy pata hai agar koi opportunity hoge to mgy inform krain gy”

(Translation: I take part in extracurricular activities like playing badminton and attending seminars because I think it helps me to build more connections and links which will help me somehow in future and during my degree too as people know me and I know them if there is any opportunity, they'll inform me)

There is a marginal voice on this issue represented by one student. This student does not participate in extra curriculum activities but believes that participating helps in increasing confidence. A respondent said,

“Mai kisi extracurricular activity mai hisa nahi leta lakin mai smjta hun k hmmain participate krna chahiay kun k ye confidence build krny mai help karti hain”

(Translation: I am not participating in any extracurricular activity, but I think we should participate in extracurricular activities as it is good for boosting our confidence and building links)

4.2.5 Theme 5: Learning in a formal classroom situation or learning outside the classroom situation

When asked from the respondents about the learning that where they learn more within the class or outside the class in group studies most of them said that they learn more outside the class in group studies because there is no time limitation, all share their ideas and give different example of the concepts due to which the concepts somehow stay in their mind. One of the respondents said,

“Jab baat ati hai learning ke to mery khayal say hum group study mai zada learn krty hain kun k humy bohat sary concepts aur viewpoints milty hain aur woh kisi na kisi trhan hmry mind mai reh jaty hain”

(Translation: When it comes to learning I think we learn more in group studies as we get many concepts and viewpoints on a same thing and it somehow remains in our mind)

Another respondent said,

“Mery khayal say learning zada group study mai hoti hai kun k hum different thought share krty hain jab k class mai hum teacher say question puchny mai hesitation feel krty hain kun k kuch teacher mazak uraty hain ya dehan nahi dety jab kay group study mai hum comfortable feel krty hain toh sikhty bhi zada hain”

(Translation: I think learning is more in group studies because we share different thoughts but in class, we feel hesitation while asking questions from teacher because all are not good some make fun of you don't consider your question whereas in group circles, we feel more comfortable, so we learn more)

There is a marginal voice who believes that learning is more in class as compared to group studies because teachers have more knowledge and can guide students in a right way and solve their queries appropriately. A respondent said,

“Is k opinion mai learning class mai zada hoti hai nisbatan group study k kun k group study mai teacher jitni knowledge kisi mai nahi hoti aur class mai teacher students ke queries on spot door karta hai”

(Translation: In his opinion more learning takes place in class as compare to groups because in groups there is no one who have the knowledge like instructors whereas in class instructor is answering all the queries of student on the spot)

A lone voice also believes that learning depends upon the ability of student not on the space does not matter whether a class or study circle it depends upon the ability of student to pick or learn from any space. A respondent said,

“Mery khayal say learning insan ke apni capability pay depend karti hai k kahan woh zada learn karta hai agar uska educational background acha ho to wo class aur group study dono mai say pick kar leta hai”

(Translation: I think learning is associated with one’s own capability it is not influenced by group discussions or in class if a student has a good educational background, he or she will pick quickly from teachers lecture and from group discussions)

4.2.6 Theme 6: Student perception of an ideal teacher

When asked from the respondents about their perception of an ideal teacher most of them said that an ideal teacher is the one with whom students feel comfortable and do not hesitate to ask questions or about their queries and teacher gives them satisfactory answers only then students can learn through a teacher. One of the respondents said,

“Achy teacher ke quality ye hai k students us sy baat karty huay jhijhkain nahi, teacher student ko humiliate na kry, achy exam papers bnay jo k is pay depend krain k student ko kinta smj aya na k kitna yad hai”

(Translation: Quality of a good teacher is that student don’t feel hesitation to approach him/her and teacher doesn’t humiliate students in class and make good exam papers like it shouldn’t be based on how good students memorize it should be based on how good students have understood the subject)

Another respondent said,

“Mery khayal say achy teacher ke quality ye hai k us k sath students comfortable hoon aur sawal puchny sy pehly jhijak mehsos na krain k ye teacher mere bezti kary ga”

(Translation: For me I think quality of a good teacher is that with whom students feel comfortable like students don’t feel hesitant and they don’t fear that the teacher will humiliate me)

Additionally, a respondent said,

“Achy teacher ke quality ye hai k wo satisfactory jawab day students k questions kay”

(Translation: Quality of a good teacher is that he/she gives satisfactory answers to the students)

Some of the respondents said that for them an ideal teacher is the one who is not bias towards students depending upon their grades and class participation. A respondent said,

“Mery mutabik ak achay teacher ke quality ye hai k wo gender ke base pay discrimination nahi karta jesy k larkion ko zada marks dena un say achy say baat karna un k sawalon k jawab dena aur unko sirf attention dena, acha lecture deliver karna jo k sabko smj ay aur agar student sawal puchy to unhain baizat na krain k tmra sawal fazool hai”

(Translation: According to me my qualities of a good teacher are that he/she does not discriminate on gender basis like giving more marks to girls and talk politely with girls, answer their questions more and give them more attention in class, deliver good lecture that all students understand what teacher says and does not humiliate students like if someone asks question don't say them that this is lame question)

Adding to that a respondent said,

“Ak achy teacher ke quality ye hoti hai k wo bias nahi hota aur sab students ko equally treat karta hai kisi discrimination k bagair”

(Translation: The quality of a good teacher is that he/she is not bias he treats all students equally and never discriminates)

There is marginal voice who believes that a good teacher is the one who has grip on the subject he/she is teaching, respondent said,

“Ak acha teacher wo hai jiske apnay subject pay grip aur hold ho”

(Translation: A good teacher is one who has grip and hold on his subject)

4.2.7 Theme 7: Qualities of a suboptimal teacher

Most of the respondents argues that for them a teacher who is not an ideal is the one who gives mental pressure to students and students don't feel comfortable with the teachers and feel hesitant while asking questions because the teacher don't give a satisfactory answer or discourage questions, this effect the learning of students overall because when students do not ask, they don't learn. One of the respondents said,

“Buray teachers k characteristics ye hotay hain k wo mushkil assignments day kar students ko mental pressure deta hai, student ke insult karta hai questions ko discourage kar k tmy kuch nahi ata aur tmra sawal fazool hai”

(Translation: Characteristics of bad teacher is that they give mental pressure to students he/she give stress by giving difficult assignments, by humiliating in front of whole class that you know nothing, by discouraging the questions that this is useless question)

Another respondent said,

“Buri quality teacher ke ye hai k wo students ko satisfactory jawab nahi deta”

(Translation: Bad quality of a teacher is that he cannot satisfy the students by his answers)

Adding to that a respondent said,

“Bura teacher wo hota hai jis k sath students comfortable feel nahi karty”

(Translation: Bad teacher is that with whom students don't feel comfortable)

A marginal voice believes that students consider a teacher to be a bad when he/she is biased towards certain students. A respondent said,

“Bura teacher wo hai jo bias ho kuch students ko favor kry aur inko achy grades day aur sirf kuch ke help kry na k sab ke”

(Translation: Bad teacher is that who is bias towards few students by giving them good grades or helping few not all)

A marginal voice also believed that a teacher is not a good one if he/she has an authoritarian nature and imposes what he/she believes in and does not take students point of view. The respondent said,

“Ak bura teacher wo hota hai jiske authoritarian nature ho aur students ke na sunay”

(Translation: A bad teacher is that who has authoritarian nature and does not listen to you and keep distant).

4.2.8 Theme 8: Significance of pursuing a career

When the respondents asked about the career that intend pursuing after the completion of their degree. All of them said that they will pursue a career after the degree because it will help them to become financially stable, support their families, they will get authority, their life become better if they earn good and they will become independent. One of the respondents said,

“Mai definitely career pursue karna chahta hun kun k earn kar k mai ak achi zindagi guzrna chahta hoon”

(Translation: I will definitely pursue my career because I have to earn and live a better life)

Another respondent said,

“Mai career pursue karun ga kun k mai independent hona chahta hun aur apni family ka helping hand ban'na chahta hoon”

(Translation: I will peruse my career because I want to get independent and want to become helping hand of my family)

Adding to that a respondent said,

“Mai definitely career peruse karun ga degree complete honay k baad iska faida hoga k mai financially stable ho jaun ga”

(Translation: I'll definitely pursue my career after degree completion. The advantage of pursuing a career is financial stability)

A respondent also said,

“Mai career pursue karun ga aur mery future plans hain CSS attempt krny k hain kun k agar mai pass ho gaya to mgy foran job mil jay ge authority bhi”

(Translation: I will pursue a career and my future plan is to attempt CSS exam because if I pass it, I will get a job straight away and I will have more authority)

4.2.9 Theme 9: Career is a gender specific phenomenon

When asked from the respondents about their perception of careers based on gender that what they think are appropriate careers for males and females. Half of them said that there should be no bias

in choosing a career on the bases of gender both can opt all careers or do what they want it shouldn't be restricted that specific careers are suitable for boys and other for females. One of the respondents said,

“Mery khayal say asa koi career nahi jo kisi ak k liay appropriate ho dono males’ females her trhan ka career join kar saky hain”

(Translation: I think there is no such career which is not appropriate for women or men both can join all careers)

Another said,

“Sab career appropriate hoty hain aurton aur admion k liay”

(Translation: Every career is appropriate for men and women).

The other half of the respondents said that males can opt any career while teaching and medical are appropriate careers for females because these two careers are considered as secure and respectable in our society. One of the respondents said,

“Mery opinion mai jab baat ati hai abilities ke larky aur larkian same hain lakin appropriate career larkion k liay medicine aur teaching hai aur mera ye khayal society ke waja say develop hua hai kun k ye dono payshay larkion k liay izatdar smjhy jaty hain”

(Translation: In my opinion when it comes to abilities boys and girls are same but the best suitable professions for girls are medicine and teaching and I develop these views because of our society as these are considered to be respectable jobs for females)

Another respondent said,

“Mery khayal say teaching larkion k liay appropriate career hai kun k ye zada secure aur respectable hai”

(Translation: I think teaching is good and appropriate career for females as its more secure and respectable)

Adding to that a respondent said,

“Mery khayal say dono mard aur aurtaain sab kam kar saktay hain lakin agar society ko dekha jay to teaching zada suitable hai larkion k liay kun k ye zada secure, safe aur respectable hai. Aur mery khayal say kuch cheezain hain jo sirf mardon ko karni chahian jesy k GDP pilot ban’na ak aurat k liay appropriate nahi kun k ye admion ke cheez hai aur admion ko he krny deni chahiay zada admi hoty hain to aurtaain uncomfortable hoon ge un k liay mushkil hoge kun k aurton ko ghar pay bhi time dena hota hai”

(Translation: I think both male and female can do all jobs but if we see our society then teaching is more suitable for females because its more respectable, secure and safe and I think there are certain things men should do like a woman becoming a GDP pilot is not an appropriate career because it’s a men thing so let men be pilots its male dominated field girls don’t feel comfortable and it’s hard for them because they have to give time to their family too)

4.2.1.1 (a) Engendering discourse and discursive practices in the university

Themes emerging:

4.2.1.2 Theme 1: Content as discourse

When asked from the respondents about the quality of the course content that what they think is a good and bad course content wise, most of them said that the course which keeps students’ interest, not boring, not repetitive is a good course content wise. They said it also depends upon the teacher how he/she makes a content interesting through teaching and a bad course content wise the vice versa of the above described good course. One of the respondents said,

“Mera degree mai favorite course organometallics hai kun k iska content smj mai any wala hai is liay mjy interesting lagta hai. Sab say bura course basic chemistry hai kun k is mai bohat repetition hai”

(Translation: My favorite course of the degree is organometallics because content of course is understandable for me and I get interest in it. The worst course was basic chemistry because there was repetition in it)

Another respondent said,

“Mera favorite course inorganic chemistry hai kun k teacher achy say parha rahay hain repetitive bhi nahi hai na he boring jab kay organic chemistry mgy pasand nahi kun k repetitive hai aur teacher bhi acha nahi parha rahy”

(Translation: My favorite course is inorganic chemistry because teacher is teaching it in a good way and the content is not boring, not repetitive whereas I don't like organic chemistry because of its instructor is not teaching it well and the outline is repetitive)

4.2.1.3 Theme 2: Inter gender interaction in class and pedagogical practices as discourse

When the students were asked about teacher student interaction along the axis of gender. Most of them said that teachers interact equally with both male and female students and ask questions from both, respond in a same manner to both the gender. One of the respondents said,

“Teachers dono genders say equally questions puchty hain”

(Translation: Teachers ask questions from both genders equally).

Another respondent said,

“Teachers male aur female students k sath equally interact karty hain”

(Translation: Teachers interact equally with males and females)

There are some respondents who believe that all instructors are not biased there are some who have that mind set to communicate more with a specific gender student, respond to them and ask questions from them. The respondent said,

“Sab teachers bias nahi hoty certain gender ke taraf siway ak teacher k wo sirf larkion say baat karty hain kun k wo tharki hain”

(Translation: All of our instructors are not biased towards any gender except one instructor as most of the time he communicates with girl students only because he is flirtatious)

Adding to that a respondent said,

“Male teachers female students say zada interact karty hain aur female teachers male students k sath zada interact karti hain, mery khayal say ye inke psychic hoti hai mgy smj nahi ata asa kun

krty hain shayad opposite gender attraction ke waja say, sab teachers asa nahi karty lakin zada tar asa he krty hain”

(Translation: Male instructors interact more with girls whereas female instructors interact more with boys I think that their psychic I don't know why they do that maybe due to opposite gender attraction not all teachers do this but mostly do)

Majority of the respondents said that when it comes to asking questions from teacher's females ask more than male students because they are in majority in chemistry department, secondly, they read, and study more than boys do. One of the respondents said,

“Female students zada sawal puchti hain kun k wo ghar say parh kar ae hoti hain jo articles teacher nay diay hoty hain”

(Translation: Girls ask more question in class because they come to class after reading the articles given to us by teachers)

Another respondent said,

“Female students zada sawal puchti hain kun k wo majority mai hain”

(Translation: Female students ask more questions because they are in majority).

There is also a marginal voice who believes that male students ask more questions from teachers because they are more active, don't feel shy while asking and they have critical thinking. A respondent said,

“Class mai larky zada sawal puchty hain kun k un k critical minds hoty hain, wo ak direction mai nahi sochty bilkay zada dimensions mai sochty hain, cheezon ko zada evaluate or analyze karty hain”

(Translation: In class boys ask more questions as they have critical mind, they don't think in one direction they think in more dimensions, analyze and evaluate things more)

Adding to that a respondent said,

“Class mai larky zada sawal puchty hain kun k wo zada active aur attentive hoty hain aur wo sawal puchnay mai hichkichahat mehsos nahi”

(Translation: In class boys ask more questions because they are more active and attentive, they don't feel hesitant to ask)

4.2.1.3 Theme 3: Inter gender interaction outside the class as discourse

When asked from the respondents about the intensity of interaction between male and female students outside the class most of them said that both male and female students have good interaction outside the class, all meet and greet each other, eat lunch together at university huts, go to picnic together, share notes and study together in groups. One of the respondents said, A respondent said,

“Hum class k bahir bhi larkion say interact karty hain kabi parhae k liay kabi lunch k liay”

(Translation: We interact with girls even out of the class as well for study and sometimes for lunch)

Another respondent said,

“Gender interaction class k bahir normal hai sab apas mai baat krty hain notes share karty hain aur group study krty hain”

(Translation: The gender interaction is normal outside the class also female and males talk to each other share notes do group studies)

Majority of the respondents said that when it comes to planning picnics usually female students do that but the execution part is done by male students like arranging transport and food and collecting money because girls are not willing to go to the drivers as its in secure in our society too for girls to go to such places and deal with drivers. One of the respondents said,

“Zada tar picnic larkian plan krti hain aur buses ke arrangement larky krty hain kun k larkian bus stand pay ja kar larkon say deal nahi kar skatin kun k secure nahi hota”

(Translation: Mainly female students plan picnics and male students do all the work regarding management of buses etc. because a female can't go to bus stands and deal with drivers as its not secure for females)

Adding to that a respondent said,

“Picnics aur tours mutually planned hoty hain lakin larky execution ka kam karty hain kun k larkion ke tarbiat asi hue hoti hai k wo ajnabi admion say baat nahi karain ge aur admion k sath bhao tao karna larkion ka kam nahi hota jiske waja say unka confidence low ho jata hai”

(Translation: Picnics and tours are planned mutually in class, but boys are the one who execute those plans, because girls are taught not to talk to random men They also grow up learning that bargaining and arguing with drivers is not a lady like thing. This in turn creates lack of confidence)

But when it comes to relationship it's a mix half of them said girls are dominating in a relationship and half of them said that boys are dominating in a relationship based on who decides and accepts where as there is also a marginal voice who believes that both are equal but again girls need more attention in a relationship therefore men have to listen to them. A respondent said,

“Mjy university mai bohat sary couples nazar aty hain jin mai mjy larkian dominating lagti hain kun k larky wohe karty hain jo larkian unko karny ko kehti hain, larkon ke activities mehdod ho jati hain relationship mai any k baad, unka dosry larkon k sath interaction bhi kam ho jata hai kun k wo zada waqat apni female partner ko dety hain”

(Translation: I see a lot of couples in university in which I found girls are dominating because boys do what girls say. Once in a relationship the activities of boys outside the relationship get minimal. There interaction with other boys gets decreases extensively because they spend most of the time with their female partner)

Another respondent said,

“Hamari university mai mukhtalif dating patterns hain aur mery khayal say larky dominate karty hain relationship mai kun k larky hmsha kehty hain aur manti larkian hain”

(Translation: We have different dating patterns in university, and I think boys are dominate a relationship. I have this opinion because in case of many couples I see boys as ordering part of the couple and girls as the comply part of the couple)

The respondent with a marginal voice said,

“Jitnay bhi couples hum university mai dekhty hain mgy lagta hai dono he equal hoty hain lakin larkion ko zra zada tawajah chahiay hoti hai”

(Translation: In the life of couples as we see them on campus, I feel that both boy and girl are equal partners but girls more attention seeking than boys)

4.3 Part 2: Themes emerging out of interview of female students from IR department

4.3.1 Theme 1: Self-determination with reference to subject selection

When asked from the respondents about their choice of the degree they are studying most of them said that choosing International Relations is their personal choice guided by their teachers from college. There were two major reasons for this subject choice namely a) they had interest in politics and b) some of them wanted to appear in competitive exams, so this degree was most relevant, appropriate and helpful for the preparation of competitive exams too. One of the respondents said,

“IR mere personal choice hai mery ak teacher nay suggest kia tha k agar mgy CSS attempt karna hai to ye most relevant degree hai, ab mai satisfied hoon apni choice say”

(Translation: IR is my personal choice suggested by my teachers he told me that if I wanted to do CSS then it's the most relevant degree, now I am satisfied with my choice)

Another respondent said,

“Mai nay IR apni marzi say chose kia tha lakin guide mgy mery school k teacher nay kia tha kun k unho nay dekha k mera interest politics aur international affairs mai hai aur mai in pay baat karti hoon to unho nay mgy suggest kia k mai IR chose karun is field mai excel karny k liay”

(Translation: I opted for IR by my own choice, but I was guided by my high school teacher. He saw that I was interested in politics and international affairs and I talk about these issues so he suggested that I choose IR so that I can excel in this field and its of my interest)

Some of the respondents said that opting International Relations is not their personal choice. They wanted to opt for other fields but did not get admission in those programs. One of the respondents said,

“IR mery Abu ke choice thi mere priority geophysics thi kun k mera ak cousin kar raha tha aur mai nay uska course dekha toh mgy kafi interesting laga aur mai nay apply kia lakin mgy admission nahi mil saka to mai nay IR chose kar lia ab mai satisfied hoon”

(Translation: IR was my father’s choice; my priority was geophysics because one of my cousins was studying geophysics, I saw her course and I like it, but I didn’t get admission in that, so I opt IR now I am somewhat satisfied)

Another respondent said,

“IR accidentally choose kia kun k mere priority chemistry thi phir geophysics thi lakin mgy dono mai admission nahi mil saka”

(Translation: The selection of IR for a degree was a completion for me because my first choice was chemistry and second was geophysics. However, I couldn’t secure an admission in either, so I went for IR)

There is a marginal voice on this issue also which is represented in the following quote,

“Mai nay IR is liay choose kia kun k mgy na he maths pasand tha na he biology smj ati thi, mgy social issues k bary mai parhny ka shoq tha is liay mgy kuch na kuch social sciences mai say choose karna tha aur IR ko achi degree consider kia jata hai is liay IR choose kar lia ab mai satisfied hoon apni choice say”

(Translation: I chose IR because I don’t like math’s or biology, I don’t understand these subjects.

I was always fond of reading social issues international issues and I choose IR because it is considered a good degree, so I choose IR now I am satisfied with my choice)

4.3.2 Theme 2: Students perception of their own class achievement

When asked from the respondents about their own perception of class achievement as to where they placed themselves among other students in class. Most of them said that they consider themselves among top ten students on the bases of the good grades they get and their attentiveness in class. One of the respondents said,

“Mai apnay apko top ten students mai consider karti hoon class participation ke base pay aur mera study background bhi acha hai kun k mai nay achy school aur college say parha hai”

(Translation: I rank myself among top ten students of the class because of my class participation and I have strong educational background since I have studied from good school and college)

Another respondent said,

“Jab baat ati hai grades ke aur class mai attentive honay ke to mai khud ko top ten students mai consider karti hoon kun mery grades achy aty hain aur mai active aur attentive student hoon”

(Translation: When it comes to grades and attentiveness, I place myself in top 10 students in the class because of the grades I get, and I am an attentive and active student too)

Some of the respondents categorize themselves among average students again due to the grades they get and because of their short concentration span. A respondent said,

“Mai apny apko middle students mai consider karti hoon apny grades ke bases pay”

(Translation: I rank myself among middle students because of grades I get)

Adding to that a respondent said,

“Mai apny apko average student smjti hoon jab baat ati hai attentive honay ke kun k mera concentration span kam hai mai jaldi concentration loose kar jati hoon waja nahi pata mjy”

(Translation: I consider myself an average student when it comes to paying attention in class because I have short concentration span and I don't the reason for it)

4.3.3 Theme 3: Perceptions about university as an educational space

When respondents were asked about their perception of university what they think university is before joining it, most of them said that they had a different perception before joining but it changed after coming to university, some of them thought that the university would be an open place, where they won't have to study much but after joining the university the perception has changed they now feel that it's not a fun place and they have to study a lot and work hard to earn good grades. Some students before joining university thought that it would be a place where people would be confined within their ethnic groups but after coming to the university their perception has changed because the reality is all ethnicities within students socialize. There also were some students who before joining the university thought that it would be a place where all students socialize with each other despite their ethnic differences but this perception changed after joining

university because in their opinion for the most part students of different ethnicities are socially confined within their own ethnic groups. One of the respondents said,

“Mera perception university any say pehly ye tha k ye ak easy fun place hoge jesa k TV dramas and movies mai dkehty hain university ka image lakin ye university anay k baad badal gaya kun k hmmain bohat parhna parta hai ye koi fun place nahi kafi mushkil hai”

(Translation: My perception about the university before coming here was that it would be an easy going and fun place because of the TV dramas and movies I had that image of university, but it changed after coming here because I realize that we have to study a lot it’s not a fun place it’s tough)

Another respondent said,

“Admission leny say pehly mgy lagta tha k QAU ak broadminded university hoge log positive soch k hon gay lakin mai galat thi log bohat narrow minded hain aur apnay groups mai confined hai”

(Translation: Before I took admission in QAU I thought that it would be a broad-minded university where people would have inclusive and positive thought processes, but I was wrong students here are very narrow minded and people are confined in their own circles)

Adding to that a respondent said,

“Mera concept university any say pehly farak tha k yahan sab ethnic groups ny apny groups bnay huay hon gay aur dosron k sath hangout nahi karty hon gay lakin mera experience different raha asa bilkul bhi nahi hai at least girls mai to bilkul bhi nahi hai lakron ka mgy idea nahi”

(Translation: My concept regarding the university before coming here was very different. My perception was that it would be a place where all ethnic groups would be socially closed to other ethnic groups, but my experience is different it’s not so, at least not in girls I don’t know much about boys)

Some of the respondents said that their perception about university did not change after joining it. I always thought that it would be a place to study hard and a place of competition and so it is. One of the respondents said,

“Mera concept university any say pehly tha k ye professional life ke taraf pehla kadam hoga apka koi dost nahi hoga competition mai aur new experiences hon gay aur mera concept kuch zada badla nahi university any k baad bhi”

(Translation: My perception about university before coming here was that it would be the first step to professional life there will be no friends there will be sewer competition and I will have many new experiences. My perception has not change much after joining university)

Another respondent said,

“Mera perception university any say pehly ye tha k teachers tough time dain gy, assignments aur quizzes dain gy kisi break k bagar is liay mai nay khud ko isi mutabik tayar kia tha aur mera perception zada change nahi hua”

(Translation: My perception about the university before coming here was that teachers would give students a tough time like they would give us a lot of assignments and quizzes without a break, studies would be tough, so I prepared myself accordingly and my perception has not changed much)

4.3.4 Theme 4: The relationship between extracurricular and co-curricular activities and personality grooming

When asked from the respondents about the impact of extra-curricular and co-curricular activities on personality grooming most of the respondents said that they take part in both extracurricular activities and co-curricular activities like arranging seminars, hosting annual dinners, essay writing competitions, being part of dramatics and sports. They said being part of such activities increases confidence, builds stamina, increases exposure and enhances leadership skills, overall these activities are good for mind and body. One of the respondents said,

“Mai extracurricular aur co-curricular activities mai part leti hoon jesay k easy writing aur dramatics. Iska faida ye hota hai k apka confidence build hota hai, knowledge increase hota hai aur apke observation enhance hoti hai”

(Translation: I take part in extracurricular activities and co-curricular activities like essay writing and dramatics. Benefits of being a part of such activities include confidence building; increase in knowledge and enhancement in observation)

Another respondent said,

“Mai different extracurricular activities mai participate karti hoon jesy k running competitions aur badminton khelna kun k ye physical fitness k liay acha hai aur ap k leadership skills ko bhi polish karta hai”

(Translation: I participate in different types of extracurricular activities i.e. running competitions and playing badminton as it is essential for our physical fitness and it also helps us to polish our leadership skills)

Adding to that a respondent said,

“Mai nay university mai bohat sari extracurricular activities mai participate kia jesy k Qirat, Naat, Acting, Modeling aur Theater. In sab activities ka faida ye hua k ab mai ak confident insan hoon mjy exposure mila aur Pakistan k mukhtalif ilaqon say ay huay logon ka pata chala”

(Translation: I participate in many extracurricular activities i.e. Qirat, Naat, Acting, Modeling and Theater in the university. The advantages of participating in these activities are that I am a confident person, I have been socially exposed to different cultures and I know people from different areas of Pakistan)

4.3.5 Theme 5: Learning in a formal classroom situation or learning outside the classroom situation

When asked from the respondents about their perception of where they learn more within the class in a formal setting or outside the class as in study circles in an informal space. Most of the respondents said that they learn both in class and in group study, it depends on the capability of an individual to understand and pickup information. Sometimes it is easy to pick and learn from lecture, and sometimes one can learn more in a group study. One of the respondents said,

“Learning depend karti hai student ke apni understand karny ke capability pay kun k kabhi mjy teacher k lecture say zada smj a jata hai kabi class k bahir group discussion say”

(Translation: Learning takes place both in class and group study space, it depends on student's capability of understanding because sometimes I understand teachers lecture more and sometimes from group discussion outside the class)

Another respondent said,

“Learning dono jagah hai class mai bhi aur group study mai bhi ye depend karta hai student pay k who kahan say zada sekhta hai kuch ko teacher k lecture say tasli hoti hai aur kuch ko group discussion say”

(Translation: Learning takes place both in class and group discussions, it depends on students’ temperaments as to where he/she learns more. Some students learn more in class while others learn more in discussions)

Some of my respondents said that they learn more in group studies because everyone shares their ideas, the time is not limited like in class and everyone discusses their concepts and examples so it will more help than the classroom situation. One of the respondents said,

“Learning group study mai zada hoti hai kun k class hum discuss karty hain aur zada sekhty hain”

(Translation: Learning is more in group studies because we discuss and learn more)

Another respondent said,

“Mery khayal say hum groups mai zada learn krty hain class ke nisbat kun k group mai sab apny ideas share karty hain jab k class mai discuss nahi kar skty limited time ke waja say aur teacher k lecture ke waja say”

(Translation: According to me we can learn more in groups as compared to class situation because in groups everyone is sharing their ideas but in class, we all can’t discuss because of time limit and teachers lecture)

4.3.6 Theme 6: Student perception of an ideal teacher

When asked from the respondents about the qualities of a good teacher or an ideal teacher most of them said that an ideal or good teacher is the one who does not practice favoritism, he/she is impartial towards students and treats everyone equally. One of the respondents said,

“Mery liay asi teacher ke quality ye hai k wo impartial ho”

(Translation: In my opinion a good teacher is someone who is impartial).

Another respondent said,

“Mery mutabik achy teacher ke quality ye hai k wo students ko parhayay na k impose kary”

(Translation: In my opinion quality of a good teacher is that he/she teaches the student and is not impositive).

Some of the respondents said that an ideal teacher is the one who teaches in such a way that students understand the lecture and students feel connects with the him/her. A respondent said,

“Acha teacher wo hai jo students k sath connect kary like students k level pay aa kar unko parhay aur students lecture understand krain”

(Translation: Good teacher is one who connects with students and teaches at the level of the student and students understand the lecture)

Adding to that a respondent said,

“Acha teacher wo hai jo students ko apny doston ke tarhan treat kry aur lecture asy dy jesy discussion ho”

(Translation: Good teacher is someone who treats students like friends and delivers the lecture in a discussion format)

4.3.7 Theme 7: Qualities of a suboptimal teacher

When the respondents were asked about their perception of a teacher who was considered by them not a good teacher. Half of them said, that a teacher who is bias towards certain students and keeps grudges and uses his/her authority to victimize students is not a good teacher. One of the respondents said,

“Bura teacher grudges rakhta hai aur partial hota achy aur bury students ke taraf”

(Translation: Bad teacher keeps grudges and is supportive of high grading students and biased towards low grading students)

Another respondent said,

“Bura teacher wo hai jo grudges rakhy aur agar us say koi question puchain to apni insult smjy aur us base pay students ko tough time day ya fail kar day”

(Translation: Bad teacher is the one who keeps grudges against students who ask questions in class because he/she feels a student asking a teacher a question in class amounts to insulting a teacher. Such a teacher would give a failing grade to questioning students and give them a hard time in class)

Other half of the respondents was of the opinion that a bad teacher is one who is weak in his/her subject and doesn't have grip over the subject. One of my respondents said,

“Bura teacher wo hai jisko apny subject py grip na ho aur students ko sai say na parhay aur students ko smj na ay unka lecture”

(Translation: A bad teachers is a one who has no grip or command over his/her subject and thus can't teach properly resulting in low understanding of the subject material on the part of the students)

Adding to that a respondent said,

“Bura teacher wo hai jo non serious ho aur uske grip na ho subject pay”

(Translation: Bad teacher is one who is nonserious and doesn't have grip on the subject)

4.3.8 Theme 8: Significance of perusing a career

When the respondents were asked about their opinion on perusing a career and its benefits. All most everyone said that they will definitely pursue a career after completing their degrees because by pursuing a career they thought they will become independent, financially strong be able to support their families and they will stay busy. One of the respondents said,

“Mai definitely career pursue karun ge aur CSS attempt karun ge, iska faida ye hoga k mai apni ami k sath family ka burden share karun ge kun k abi sirf wohe akeli earn kar rahi hain”

(Translation: I will definitely purse a career and attempt CSS. Benefits of pursuing are career is that I will share the burden of my family with my mother of our family as now she's the only one financially supporting it)

Another respondent said,

“Mera plan hai k mai career pursue karun ge aur job karun ge as a lecturer kun k mgy teaching pasand hai aur mgy experience hasil hoga aur sath he mai busy rahon ge aur independent ho jaun ge”

(Translation: I plan to pursue a career and working as a lecturer because I like teaching, it will give me experience and keep me busy at the same time and make me independent)

Adding to that a respondent said,

“Mai career pursue karun ge MS k baad, faida ye hoga k mai financially independent ho jaun ge”

(Translation: I will pursue a career after MS. The benefit of doing so will be that I will become financially independent)

4.3.9 Theme 8: Career is a gender specific phenomenon

When asked from the respondents about their perception of that what they thought were the appropriate careers for males as compared to females. A respondent said,

“Females k liay appropriate careers medicine aur teaching hain kun k corporate sector zra zada demanding hota hai unhain marketing k liay fields mai bhi jana hota hai aur females ko apny ghar aur bachon ko bhi time dena hota hai”

(Translation: Appropriate careers for females are medicine and teaching because corporate sector is more demanding as part of the corporate sector they have to go to field for marketing, and females have to give time to their children and home too)

Adding to that a respondent said,

“Appropriate careers females k liay hain medical, CSS aur teaching kun k ye respectable smjy jaty hain”

(Translation: Appropriate careers for females are medicine, CSS and teaching because these are considered respectable careers in the society)

Some of the respondents said that for them appropriate career depends upon the individual interest both male and female can opt for any career whatever they like. One of the respondents said,

“Mery opinion mai appropriate career depend karta hai individual k interest aur ambition pay males aur females dono jo chahain wo career opt kar skty hain”

(Translation: In my opinion appropriate career depends on interests and ambitions of individual males and females, both can opt for any career they want to peruse)

Another respondent said,

“Mery khayal say sab careers appropriate hain males aur females k liay wo jo chahain choose kar skty hain apnay interest k mutabik”

(Translation: According to me all careers are appropriate for both male and female they can choose whatever they want to do in accordance with their interest)

A lone voice argued that,

“Mery khayal say entrepreneurship larkon k liay behtar hain kun k wo tough decisions lay sakti hain jab k larkian tough decisions nahi lay sakti kun k unhain bohat sari cheezon k bary mai sochna parta hai decision leny say pehly jesa k log kia kahain gy ye suitable aur respectable hai ya nahi, easily acceptable hai ya nahi society mai, dosra ye k entrepreneurship mai field mai jana parta hai muskhtalif jaghon pay visit karna parta hai jo k larkion k liay mushkil hota hai larkon ke nisbat kun k ye male dominated society hai. Lakin capabilities dono ke same hain”

(Translation: According to me entrepreneurship is better for males as they can make tough decisions but for females it is difficult because they can't take tough decision. It is difficult for women because before deciding to go for a career they have to think about many things like what will people say, is it suitable and respectable and easily acceptable in society. Another problem with entrepreneurship is that it requires field visits that are difficult for females as compare to males because that is a male dominated society. But capabilities are same for both)

There is also a marginal voice who believes that,

“Mai govt job ko prefer karti hon job security ke waja say. Hmari society mai har job females k liay suitable nahi hai jesa k foreign office ke job jahan hm main har 5 saal baad move karna parta hai lakin males k liay har job suitable hai kun k society asy construct hue we hai, agar mery husband kahin aur post hoty hain to mai un k sath move kar jaun ge lakin agar mai kahin aur post houn to mery husband mry sath move nahi karain gy ye kuch masail hain jinke waja say hm main hazar bar hazar cheezon k bary mai sochna parta hai koi bhi career choose karny say pehly k log kia kahain gy, ye respectable hai ya nahi lakin males ko ye sab nahi sochna parta wo jo chahty hain karty hain”

(Translation: I prefer government job because of job security. In our society every job is not suitable for females like foreign office job where you must move after every five years. For males every job is suitable because of societal construction of genders, if my husband gets posted somewhere, I will move with him but if I get posted somewhere else my husband will not move. We have to think thousand times and thousand things before choosing a career like what people would think about, it is it respectable etc. boys don't they to think about these things they do what they want)

4.3.1.1 (a) In gendering discourse and discursive practices in the university

Themes emerging:

4.3.1.2 Theme 1: Content as discourse

When asked from the respondents about the quality of the course content that what they think is a good and bad course content wise, most of them said that the course which keeps students' interest, is not boring and most importantly enables students to learn is a good course. The course which is poor content wise is the one from which students don't learn anything new, is boring and can't hold students' interest. One of the respondents said,

“Good content wala course Public Administration hai kun k us say hum nay kafi kuch sekha hai aur poorest content wala course Mass Communication hai kun k us mai hum nay kuch nahi sekha, mery liay acha course content wise wo hai jis say hum kuch sekhain aur bura wo hai jis say hum kuch na sekhain”

(Translation: The course with a good content during my coursework was Public Administration because we learned a lot from it and the poorest course content wise was Mass Communication

because we didn't learn anything out of it. For me a good course is that from which we get something and bad is that from which we don't get anything or learn anything)

Another respondent said,

“Best course content wise tha Conflict Resolution kun k ye different tha aur structured tha aur poorest course content wise tha Foreign Policy of Major Powers kun k teacher up to the mark nahi tha is liay unho nay outline bhi poor aur boring bnae”

(Translation: Best course in my course work content wise was conflict resolution because it was different and well-structured and the poorest was Foreign Policy of Major Powers because the teacher was not up to the mark, so even his outline was poor and boring)

4.3.1.2 Theme 2: Inter gender interaction in class and pedagogical practices as discourse

When asked from the respondents about the interaction of teachers with the male and female students that with whom they interact more, or do they interact equally, secondly which are the students that ask more from teacher's male or female students or all ask equally in class. Almost all of the students said that teachers ask questions and interact equally with both male and female students they don't discriminate between students on the basis of gender. One of the respondents said,

“Teachers dono gender k students say questions puchtay hain koi bias nahi”

(Translation: Teachers ask questions from students of both genders there is no bias)

Another respondent said,

“Hmari class mai teacher dono gender say equally communicate karty hain”

(Translation: In our class teacher communicate with both genders equally)

When the issue of which gender among the students asks more questions was brought up during data collection most of them said that male students ask more questions from teachers because they are not interested in studying, they usually ask irrelevant questions and they do this mostly with female teachers to have fun in class due to their non serious attitude. One of the respondents said,

“Jab baat ati hai students ke to larky zada sawal puchty hain jis mai say zada tar irrelevant hoty hain kun k wo topic ko divert karna chahty hain aur class ke environment change karny k liay kun k wo less serious hoty hain aur fun chahty hain”

(Translation: When it comes to student’s males ask more questions but most of these questions are irrelevant as male students want to divert the teacher from lecturing, they want to change to the class environment because they are less serious and wants to have fun in class)

Another respondent said,

“Male students’ female teachers ko snub karny ke koshish karty hain kun k un k liay ye fun hai aur wo female teachers say zada questions puchty hain”

(Translation: Male students try to snub female teachers it’s fun for them thus they ask more questions from female teachers)

Some of them said that males ask more questions because they are interested in political issues and they are confident enough to ask questions. A respondent said,

“Male students teachers say zada sawal puchty hain kun k wo zada read krty hain aur zada outspoken hoty hain aur sharmaty kam hain larkion ke nisbat, mery khayal say ye tarbiat ka asar hai unko sikhaya jata hai k unhain bold hona chahiay aur bolna chahiay”

(Translation: Male students ask more questions from teachers because they read more and are more outspoken and less shy than girls, I think that is how they grow up and they are socialized to be outspoken and bold)

Adding to that a respondent also said,

“Males zada sawal puchty hain kun k unka politics mai interest zada hota hai”

(Translation: Males ask more questions because they have more interest in politics)

There is a marginal voice that believes that female students ask more questions because of their low understanding in class so they ask more to clarify their confusions. A respondent said,

“Females zada sawal puchti hain males ke nisbat kun k unhain kam smj ata hai is liay wo zada puchti hain”

(Translation: Females ask more questions than males because of their low understanding of subject material they understand less so they ask more)

4.3.1.3 Theme 3: Inter gender interaction outside the class as discourse

When asked from the respondents about the intensity of interaction between male and female students outside the class most of them said that all students have good interaction, both male and female students’ hangout together, share notes, go to picnics together and study together. One of the respondents said,

“Gender intraction class k andar aur bahir acha hai larkian larkon say class k bahir bhi interact karti hain, group study bhi karti hain aur hangout bhi karty hain sab sath mai”

(Translation: The gender interaction within and outside of the class is good, girls interact with boys out of the class as well, do group studies and hangout together)

Another respondent said,

“Male female interaction class k and bahir dono jagah acha hai hum ak dosry say milty julty hain aur sath khana bhi kha lety hain”

(Translation: Male female interaction is good both within and outside the class we meet and greet each other and even eat together)

A student from MPhil also said that,

“Hmari class mai gender interaction kam tha kun k zada tar males professional thay to wo class khatam hoty he chaly jaty thy”

(Translation: In our class intergender interaction was scanty because most of the males were professionals so they usually left immediately after class)

When it comes to making plans for picnics some of the respondents said, both male and female students make plans and execution is done by the event society, they usually do all the arrangements regarding any event or picnics. One of the respondents said,

“Hum sab outing plans bnaty hain aur hmari ak society hai jo sab arrangements karti hai kun k un k pass cheezon ke zada access hoti hai”

(Translation: We all make outing plans and we have a society which does all the arrangement as they have access to more resources)

Another respondent said,

“Sab picnics aur events plan karty hain aur hmri society hai jo execute karti hai”

(Translation: All make plans for picnics and events we have a society that executes the plans)

There is a marginal voice that believed that the picnics are planned and executed by male students for the most part,

“Zada tar males trips organize karty hain kun k larkian ease loving hoti hain aur interest bhi nahi letien”

(Translation: Mostly males organize trips because girls are ease loving and don't take interest)

There is a one voice too of an MPhil student that said,

“Hmari class mai zada tar picnic plans females he bnati hain aur execute karti hain”

(Translation: In our class most of picnic plans are made and executed by females)

When it comes to the relationship between girls and boy's half of my respondents said that girls are more dominating in a relationship based on their observation as boys do what girls ask them to do, like the girl partner restricts the boy from meeting other girls and he accepts it. To please their female partner boys would even leave their friends. One of the respondents said,

“Hmry department mai bohat kam couples hain jo k female dominated hain jesa k larky wohe karty hain jo unke female partner kahy ye show karwany k liay k wo unko haqiqat mai piyar karty hain”

(Translation: In our department there are very few couples and these couples are dominated by females' attitude wise like the boys do what their female partner ask them to do. They do so to ensure their girlfriends that they love them truly)

Adding to that a respondent said,

“Jab baat ati hai couples ke to hmary department mai larkian zada dominating hain kun k un k pass zada authority hai aur wo jo kehti hain larky wohe karty hain jesay k unko rok deti hain aur larky aur larkion say milny say aur larky apny dost bhi chor dety hain”

(Translation: Girls are more dominating in our department when it comes to couples. Boys do what their girlfriends ask them to do very often their girlfriends stop them to socialize from other girls and sometimes boys would leave their male friends also to please their girlfriends also)

Other half of the respondents said that males are dominant in a relationship because it's a patriarchal society and girls accept their dominance. Sometimes boys stop their girlfriends from meeting other boys and girls accept that. One of the respondents said,

“Couples toh hain aur larky dominating hain kun k society k pattern asy hain k larkion k mind set asy develop kar dia hai k unko larkon ke baat sun 'ni hai, unka right hai aur wo un k muhafiz hain”

(Translation: Couples are present, and males are dominating in relationships because of society's patterns. This is so because cultural socialization has given girls a mindset that pushes them to obey their male partners because they believe that males are always right, and they are protectors of women)

Another respondent said,

“Couples hain aur males zra sa zada dominate karty hain kun k wo apni girl partner ko dosry larkon say milnay say rok dety hain”

(Translation: Couples are present, and males are dominant in relationships, so they stop their girlfriends meeting other boys)

Adding to that a respondent said,

“Couples mojud hain aur males dominate karty hain kun k patriarchal thought system hai”

(Translation: Couples are present, and males dominate because patriarchal thoughts system prevails in the society)

4.4 Part: 2 (Themes emerging out of interview of male students from IR department)

4.4.1 Theme 1: Self-determination with reference to subject selection

The male respondents were asked that by whose choice did they opt International Relations. Most of them said that opting for International Relations was a self-choice because they like the subject and they have interest in politics and international affairs. One of the respondents noted,

“Mai ny IR opt kia kun k ye mera apna decision tha lakin mgy politics mai interest bhi hai ab mai satisfied hoon”

(Translation: I opt for IR out of my personal choice because I'm interested in politics and I am satisfied now)

Another respondent said,

“IR mere personal choice hai kun k mgy politics mai aur international affairs mai interest hai ab mai satisfied hoon”

(Translation: IR is my personal choice as I have interest in politics and international affairs, and I am satisfied with this choice)

There is a one voice that said,

“IR mere apni choice hai kun k mgy BS mai realize ho gaya tha k economics tough hai mery liay is liay mai nay switch kar lia economics say IR mai kun k ye valuable degree bhi hai QAU say”

(Translation: I opted for IR by my own choice as in BS economics realized that economics was tough for me, so I switched to IR as it is considered as a valuable degree from QAU)

4.4.2 Theme 2: Students perception of their own class achievement

When asked from the respondents about their own perception of class achievement and where they placed themselves among other students in the class. Most of them said that they consider themselves among top ten students based on the grades they get, class participation and activeness. One of the respondents said,

“Mai class mai apny apko top ten students mai consider karta hoon class participation aur achy grades ke waja say”

(Translation: I Rank myself in top ten students in class because of class participation and my grades)

Another respondent said,

“Mai apny apko top ten students mai categorize karta hoon apny intellectual level aur grades ke basis pay”

(Translation: I place myself among the top ten students of class because of my grades and intellectual level)

Some of the respondents also said that they consider themselves among middle or average students on the bases of the grades they get. A respondent said,

“Mai khudko average students mai dekhta hun apny grades k bais”

(Translation: I Rank myself as an average student because of the grades I get)

Adding to that a respondent said,

“Mai class mai apny apko middle students mai consider karta hoon achievement ke bases pay apny grades ke waja say”

(Translation: I place myself among the middle students in class in terms of achievement because of my grades)

4.4.3 Theme 3: Perceptions about university as an educational space

When asked from the respondents about their perception of university as an educational space most of them said that their perception did not change after joining the university, they came with the thought that it would be an open space where students would have fun and people from different backgrounds meet and share their thoughts and ideas openly. One of the respondents said,

“University any say pehly sy mera perception tha k ye open aur liberal space hoge jahan hum discuss krain gy issues aur openly learn karain gy jo k badla nahi main ny university ko jesa socha tha waisa he paya”

(Translation: Before coming to the university my perception about the university was that it would be an open and liberal space where we would discuss and learn openly which didn't change much its same as I thought)

Another respondent said,

“Mera university ka perception tha k freedom hoge hum freely move krain gy, apny ideas aur thoughts share krain gy openly aur asa he raha university join krny k baad bhi”

(Translation: My perception of the university before joining it was that freedom would be a free place where we would move, socialize and share our thoughts and ideas openly and I have found it the way I thought it before I came here)

Some of the students also said that their perception changed after joining university. They came with the thought that it would be a place to learn and study, but they are disappointed because they feel they did not learn much as they thought. One of my respondents said,

“Mera perception university say mutalik kafi positive tha k hum bohat kuch sekhain gay lakin university any k baad ye badal gaya kun k mai nay zada kuch sekha nahi jitna socha tha kun k teachers sirf aty hain parha k chaly jaty hain ye bohat mehdod knowledge hai”

(Translation: My perception about university was very positive before I joined it. I thought that there will be a lot of learning however after joining the university my experiences have changed my understanding of institution. I now feel that I have not learned much by being in the university because teachers come gives lectures and goes away and this gives a very limited amount of knowledge)

A marginal voice said that before coming to the university he was under the impression that it would be conservative place where people would be and confined within their groups with not much of inter group discussions about significant issues but it changed totally because the university environment is not conservative. A respondent said,

“University anay say pehlay mera perception tha k yahan hum apny ideas aur thoughts freely share nahi kar skain gy kun k ye conservative jagah hoge lakin actual mai ye liberal jagah hai aur hmmain kabhi bhi bounded feel nahi hua apny ideas share krty huay”

(Translation: Before coming to the university my perception was that the university would be a conservative like we will be not free to share our ideas and thoughts but in actual it turned out to be a liberal space where we never feel restricted when it comes to sharing ideas)

A lone voice also said that,

“Mera concept university any say pehly ye tha k university ak bari, open aur enjoyable space hoge lakin mera concept thora change ho gaya yahan any k baad kun k ye sirf fun krny ke jagah nahi hmain bohat parhna bhi parta hai”

(Translation: My concept of the university before joining was that it would be an open and enjoyable place but my concept has changed a little bit now as I have realized that it’s not only the fun place, but we have to study a lot)

4.4.4 Theme 4: The relationship between extra-curricular and co-curricular activities and personality grooming

When I asked my respondents about what extra-curricular and co-curricular activities where they involved in and how did these activities benefit them in longer run. Most of the respondents said that they like to participate in extra-curriculum activities and co-curriculum activities because it helps them to build confidence, to enhance their communication skills and to make them more patient. A respondent said,

“Mai extracurricular activities mai participate karta hoon jesay k sports mai, farewell parties arrange karny mai aur flood victims ke fund raising mai bhi. Mai smjata hoon k ye activities hmry communication skills ko enhance karti hain”

(Translation: I participate in extracurricular activities such as sports, arrangement of parties and raising funds for flood affected people. I feel that these extracurricular activities are beneficial to me in terms of enhancing my communication skills)

Another respondent said,

“Mai nay university mai Cricket aur Squash mai participate kai hai aur is ka faida ye hua k mai relax aur free feel karta hoon aur mery mai patience bohat ae hai”

(Translation: I play Cricket and Squash in the university and these sports have benefited me in terms of making me feel relaxed and free along with making me a more tolerant person).

Adding to that a respondent said,

“Mai sports mai participate karta hoon aur ye mji help karti hai grooming mai, mai energetic feel karta hoon, zada logon say communicate karta hoon jiske waja say mery andar confidence build hota hai”

(Translation: I take part in sports and being involved in sports has contributed towards my personality grooming as I feel energetic and I communicate with more people which builds confidence)

Some of them said that they don't like to participate in extra-curricular activities and co-curricular activities because they don't have interest and for them it's a wastage of time. One of the respondents said,

“Mai extracurricular activities mai participate nahi karta hoon kun k is say mera time waste hota hai aur mai full attention pay nahi kar pata studies ke taraf”

(Translation: I don't take part in extra curriculum activities because my time wastes and I can't give full attention towards studies)

Another respondent said,

“Mai extracurricular activities mai participate nahi karta kun k mera interest nahi hai mai jab bhi free hota hoon to prefer karta hoon k reading karun”

(Translation: I don't participate in extracurricular activities because I'm not interested whenever I get time, I prefer reading)

4.4.5 Theme 5: Learning in a formal classroom situation or learning outside the classroom situation

When asked from the respondents about the learning that where they learn more within the class in a formal setting or outside the class in study groups in the informal spaces. Most of them said that they learn more in study groups because there they feel free, there is no time limitation thus they discuss diverse ideas and learn more and easily. One of the respondents said,

“Mery khayal say hum group studies mai zada learn karty hain kun k hum discuss karty hain cheezain group mai mery liay learning zada discussions say hoti hai”

(Translation: According to me we can learn more in groups as compared to the class because there is more discussion in group situation, for me greater learning takes place in group discussions)

Another respondent said,

“Mery khayal say jab baat ati hai learning ke to zada group study mai hoti hai kun k hum ak dosry k ideas aur concepts share karty hain aur discuss karty hain jo k help karta hai zada jaldi learn krny mai”

(Translation: I think when it comes to learning it is more in group studies because we share each other's concepts and ideas and discuss things in greater depth which results in quick learning)

There is a marginal voice which believes that learning depends upon the capability of a student to pick in a certain environment. A respondent said,

“Mery khayal say insan dono jaga learn kar skta hai class mai bhi aur group study mai bhi ye totally depend karta hai insan kitna capable hai aur kahan say wo zada sekhta hai aur learn karta hai, mai kabi class mai to kabi group mai jaldi pick karta hoon”

(Translation: According to me a person can learn in class as well as in groups, it totally depends on how capable a person is and where he/she understands better and faster. I sometimes pick quickly from class lectures sometimes from group studies)

4.4.6 Theme 6: Student perception of an ideal teacher

When asked from the respondents about the qualities of a good teacher or an ideal teacher most of them said that an ideal or good teacher is the one with whom students feel comfortable and do not hesitate to ask questions, he/she encourages students to ask questions and teacher comes down to the level of students and has the convincing power so that the student learns more and faster. One of the respondents said,

“Acha teacher wo hai jo students k sath connect kar jay aur students k level pay a kar unko parhay unke understanding k mutabik aur lecture properly organized aur achy say deliver kary”

(Translation: Good teacher is one who can connect with students like he/she come down to the level of student and teaches according to students' level of understanding and delivers in good and organized)

Another respondent said,

“Mery liay achy teacher ke quality ye hai k jis k sath students comfortable feel karain aur hesitation feel na krain k teacher hmmain bezat kary ga”

(Translation: For me a good teacher is the one with whom students feel comfortable, they don't hesitate asking questions and they don't feel that the teacher will humiliate them)

There is also a marginal voice that asserted that a good teacher is the one who is creative and well organized. A respondent said,

“Mery khayal say achy teacher ke qualities mai include karta hai k wo creative ho, achy say students ko suny, acha study material provide kary, class ka decorum maintain rakhy, class say phly lecture prepare kar k ay, body language pay focus kary aur us ke communication skills achi hoon”

(Translation: According to me qualities of good teacher include creativity, listening to students, providing good reading material, maintaining the class decorum, preparing lecture ahead of time, focusing on his/her body language to ensure it is pleasant and positive and having good communication skills)

4.4.7 Theme 7: Qualities of a suboptimal teacher

When asked from the respondents about their perception of a teacher that they consider not to be a good instructor. Most of the respondents said that a teacher who is not good is the one who discourages students to questioning, makes students feel uncomfortable, humiliates them in front of the whole class by telling them that their questions are useless or irrelevant and doesn't assist students in growing intellectually. One of the respondents said,

“Bura teacher wo hai jo students ko encourage na kary k sawal pucho bulkay class mai ak dehshat phela k rakhy”

(Translation: Bad teacher is one who doesn't encourage students to ask questions and creates fearful environment in the class)

Another respondent said,

“Mery liay bura teacher wo hai jo students ko help na kary unke queries solve na kry aur un k sawalon k jawab na dy sky”

(Translation: For me bad teacher is the instructor who doesn't help students and doesn't answer their questions in satisfactory manner)

Some of the respondents said that they consider a teacher as not good who believes that he/she knows everything and teaches at a level where students do not understand and doesn't come down at the level of students. A respondent said,

“Mery khayal say bura teacher wo hai jo students ko un k level pay knowledge deliver na kar saky aur students ko smj he na ay k wo kehna kia chah ra hai”

(Translation: I think a bad teacher is one who has poor communication skills and thus can't transfer his/her knowledge to the students. This often happens when the teacher doesn't not come down to the level of understanding of students and thus students remain confused and blank)

Adding to this another respondent said,

“Mery liay bura teacher wo hai jo students k level ko dehan main nahi rakhta balkay asy parhata hai jesy unko pehly say he sab ata ho jesy hum tees mar khan hain aur agar humain pehly say he sab ata hai to humara maqsad kia hai class mai bethny ka teacher ko ye smjna chahiay”

(Translation: For me a bad teacher is a person who doesn't consider the level of student before teaching he/she rather teaches at a level where the assumption is that students already knows the basics. My point is if students already know the subject what the point of them is coming and attending the class. A teacher should understand this fact)

There is a marginal voice that believes that a teacher is not good if he/she comes to class and doesn't provide subject relevant information rather wastes time of students by discussing useless stuff or irrelevant things. One of my respondents said,

“Buray teacher k characteristics hain k wo students ka time waste karta hai”

(Translation: Characteristic of a bad teacher is that he/she wastes the time of the students)

4.4.8 Theme 8: Significance of pursuing a career

When asked from the respondents about their opinion on perusing a career and its benefits almost all of the respondents said that they will pursue a career after degree because it will help them to become independent, when they earn, they will become financially stable and will support their families and live a better life. One of the respondents said,

“Mai career pursue karun ga degree k baad kun k mgy earn karna hai aur apni family ko support karna hai”

(Translation: I will peruse a career after the completion of my degree because I need to earn and support my family)

Another respondent said,

“Mai career pursue karun ga as a lecturer QAU say MPhil karny k baad iska faida ye hoga k mai earn karun ga aur life mai stable ho jaun ga aur independent bhi aur han apni knowledge dosry students k sath share karun ga”

(Translation: I will pursue career as a Lecturer in university after finishing MPhil from QAU.

Advantages of doing so are that I will have a financially stable life, I will become more independent and yes, I will share my knowledge with my students)

Adding to that a respondent said,

“Mai career pursue karun ga aur koi job karun ga iska faida ye hoga k mai financially stable ho jaun ga”

(Translation: I will pursue a career and do some job, the advantage of pursuing a career is that it would give me financial stability)

4.4.9 Theme 9: Career is a gender specific phenomenon

When asked from the respondents about their perception of careers based on gender that what they think are appropriate careers for males and females. Most of them said that there should be no discrimination in pursuing a career for males and females. Both can opt for any career they want and have interest in, and both are capable of doing everything. One of the respondents said,

“Koi discrimination nahi hai males aur females k careers mai sab careers appropriate hain dono genders k liay”

(Translation: There is no difference in career that can be persuade males and females, all careers are appropriate for both genders)

Another respondent said,

“Mery khayal say sab careers appropriate hain dono genders k liay ye depend karta hai individual interest py”

(Translation: I think all careers are appropriate for both genders, it depends on the interest of individual)

There is a marginal voice that asserts that teaching is an appropriate career for females because students feel more comfortable with female teachers and business is more appropriate for males because it's easy for males to move freely. A respondent asserted that,

“Business zada suitable hai males k liay aur females k liay teaching behtar hai kun k males dynamic hoty hain freely move kar skty hain society mai aur students' female teachers k sath zada comfortable feel karty hain school level pay wo unko apni maa ke trahan dekhty hain aur comfortably zada learn karty hain”

(Translation: Businesses are more suitable for males and for females teaching is better because males are dynamic can move freely in our society and students are more comfortable with female teachers at school level they see a motherly image in a female teacher and show more comfort and learn more)

4.4.1.1 (a) In gendering discourse and discursive practices in the university

Themes emerging:

4.4.1.2 Theme 1: Content as discourse

When asked from the respondents about the quality of the course content as to what they think is a good and bad course content wise, most of them said that a good course is the one which is interesting, contemporary not repetitive, students learn out of it and most importantly it should be structured and a bad course content wise is the one which is opposite to the above description. One of the respondents said,

“Content wise best course mery course work k doran Strategic Studies tha kun k iske outline contemporary thi wohe puri ghisi piti theories nahi thein aur worst course Mass Communication tha kun k teacher nay outline de he nahi aur hum nay kuch sekha bhi nahi”

(Translation: Content wise best course was Strategic Studies because it’s outline was contemporary and it was not built on old and redundant theories and worst course was Mass Communication because teacher didn’t give us an outline, we also did not learn anything new out of it)

Another respondent said,

“Best course content wise tha Conflict Resolution kun k ye bilkul bhi boring nahi tha aur mai ny iska kafi kuch sekha to iska matalb hai course content acha tha aur poorest course Revolutionary War tha kun k uske outline bohat weak thi structured bhi nahi thi jiske waja say course he boring ho gaya tha”

(Translation: Best course during my course work content wise was Conflict Resolution because it was not boring, and I learned from it that means it has good content and poorest was Revolutionary War because the outline was very weak and unstructured which made it very boring)

Adding to that a respondent said,

“Good course content wise tha Theories of IR ka kun k wo purani say new theories tak properly sections mai divided tha aur teacher nay parhaya bhi bohat acha tha aur poorest tha

international Organizations ka kun k course structured nahi tha aur teacher nay sai parhaya bhi nai tha hmain ak bhi concept smj nahi aya”

(Translation: Good course during my course work in terms of content wise was of theories of IR because it was properly divided into sections, theories from the oldest to newest were taught and yes, the teacher taught us well. The poorest was International Organizations because it was not well-structured course and teacher didn't teach us well thus, we didn't understand a single concept in this course).

4.4.1.3 Theme 2: Inter gender interaction in class and pedagogical practices as discourse

When asked from the respondents about the interaction of teachers with the male and female students that with whom they interact more, or do they interact equally, secondly which are the students that ask more from teachers' male or female students or all ask equally in class. Some of the respondents said that male teachers ask more questions from female students because sometimes girls are not attentive in class and sometimes teachers enjoy interacting with girl students more, so they respond to their questions more. One of the respondents said,

“Male teachers female students say zada sawal puchty hain mji nahi pata kun lakin ye mere observation hai”

(Translation: Male teachers ask more questions from female students I don't know why but that is my observation)

Another respondent said,

“Teachers females say zada sawal puchti hain mery khayal say larkian class mai batain karti hain is liay unko attentive karny k liay sawal puchti hain”

(Translation: Teachers ask more questions from females because I feel they talk in class so to make them more attentive)

Adding to that a respondent also said,

“Hmari class mai teachers female students say zada communicate karty hain kun k ye unke nature hoti hai tharki hoty hain unko female students say baat kar k maza ata hai sab ka nahi keh raha mai kuch asy hoty hain”

(Translation: In our class teacher communicate more with female students as this is nature of most of the male teachers because they are flirtatious, they enjoy talking to female students I am saying few of them are like that not all of them)

A marginal voice also said that teachers ask questions from those who are least attentive in class despite their gender. A respondent said,

“Teachers unsay zada sawal puchty hain jinka unko lagta hai k wo least interested hain lecture mai unko attentive karny k liay”

(Translation: Teachers ask questions from students from those whom they feel are least interested in lectures to make them attentive)

When it came to students asking questions from teachers most of the respondents said that male students ask more questions in class from teachers because they are more interested in political discussions and they have more courage to ask and they don't feel shy. One of the respondents said,

“Male students zada sawal puchty hain kun k wo politics ke taraf zra zada rojhan rakhty hain aur political discussion bhi zada karty hain”

(Translation: Male students ask more questions because they are more into politics and political discussions than girls)

Another respondent said,

“Males zada sawal puchty hain kun k wo bold hoty hain ye unke personality mai hota hai kun k ye unko sikhaya jata hai k males ko bold aur outspoken hona chahiay”

(Translation: Males ask more questions because they are bolder, they have that thing in their personality because they were taught to become bold and outspoken as being males)

There is a marginal voice that believes that female students ask more questions because they come to class with preparations after reading the material given to students by teachers, so they ask more. A respondent said,

“Hmari class mai females zada sawal puchti hain kun k wo class mai ghar say parh kar ati hain”

(Translation: Females ask more questions in our class because they read at home and then come to class)

4.4.1.4 Theme 3: Inter gender interaction outside the class as discourse

When asked from the respondents about the intensity of interaction between male and female students outside the class most of them said that gender interaction is good outside the class, all students both male and female interact with each other, share notes, study together, go to picnics together, eat together at huts and even perform in events of university together. One of the respondents said,

“Male female interaction class mai aur class say bahir dono jaga normal hai asa nahi hai k sab reserve rhty hain hum sab milty julty hain parties karty hain sath khana khatay hai sath parhty hain”

(Translation: Male female interaction is moderate within the class and outside the class it's not like everybody is reserved, its normal for both genders to party together, we socialize with each other, sometimes eat together and also study together)

Another respondent said,

“Male female interaction acha hai hum achy say milty hain salam dua karty hain sath khana bhi khaty hain university huts pay”

(Translation: Male female interaction is good we meet and greet each other nicely and eat together at university huts too)

On the issue of planning and execution of an event or picnic most of the respondents said that picnics are planned by both the genders and executed by CR of the class or by the society we have in our department. One of the respondents said,

“Picnics dono males aur females plan karty hain aur usually execute class ka CR krta hai”

(Translation: Picnics are planned by both genders equally and that plan usually is executed by CR)

Another respondent said,

“Hmari society hai wo picnics execute karti hai jo k dono female aur male students plan karty hain”

(Translation: We have society and this society is responsible for arranging picnics and events that are planned by both female and male students)

There is a marginal voice who believes that picnics are planned and executed by male students. A respondent said,

“Picnic plans zada tar larky he plan karty hain aur execute bhi”

(Translation: Picnic plan are mostly made by boys and also executed by boys)

There is a one voice that believes that the picnic plans are made by females and executed by male students because boys can easily arrange things and deal with the drivers for transport. A respondent said,

“Mostly picnics aur tours larkian plan karti hain aur execute larky karty hain kun k larkion ke nisbat larky easily drivers k sath deal kar lety hain larkian pasand bhi nahi karti jana aur deal karna”

(Translation: Mostly picnics/tours are planned by girls and those plans are executed by boys because they easily deal with the drivers as compared to girls and girls also don't like to go and deal with them)

On the issue of intergender relationships most of the respondents said that girls dominate in the relationship based on their observation, this is so because girls make their partner feel that they (girls) have other options too and usually girls come from stronger socio-economic backgrounds. Owing to all these factors boys listen to them and girls dominate. One of the respondents said,

“Couples hain aur zada tar larkian dominate karti hain kun k larkion k pass zada options hoti hain agar larky unke baat na manain to un k liay aur b larky hoty hain jo unhain approach karna chahty hain aur relationship mai ana chahty hain”

(Translation: Couples are present and dominated by females because females are in great demand if a guy is not listening to them there are other boys who are willing to be their boyfriends and get into a relationship)

Another respondent said,

“Couples hain date bhi karty hain aur larkian dominate karti hain kun k QAU mai larky Pakistan k har ilaqy say ay hoty hain sab k different backgrounds hoty hain lakin larkian zada tar yahin say hoti hain aur unka family background bhi stronger hota hai is liay wo dominate karti hain k agar un k male partner nay unke baat na mani to wo unhain chor dain ge kun k un k pass zada options hoty hain aur kun k larky less stronger backgrounds say hoty hain to wo accept kar lety hain jo larkian kehti hain”

(Translation: Couples are present, and they date, girls dominate in most relationships because in QAU boys come from all over the country from different backgrounds and girls usually are from Islamabad and Rawalpindi and have stronger family backgrounds, so they dominate. If in a relationship the boy doesn't listen to the girl, they have more options and because of their weaker socio-economic backgrounds they accept what girls says)

Some of the respondents said that males are dominating in a relationship because girls do what they say as we live in a patriarchal society. A respondent said,

“Hmary department mai couples hain aur mery khayal say larky dominate karty hain relationship mai kun k wo larkion ka social circle limit kar dety hain aur baki larkon say milny say bhi”

(Translation: In our department there are couples and in my opinion, boys dominating in those relationships because they stop girls from interacting with other boys and they limit their social circle).

Another respondent said,

“Mjy larky zada dominating lagty hain relationship mai kun k ye ak patriarchal society hai to ye larkion k dimaghon mai ghusa hota hai k hmains apny male partner ke baat sun'ni hai aur larkon k dimaghon mai hota hai k apni female partner ko protect karna hmari zimadari hai”

(Translation: I find boys being the dominant part in the intergender relationship because it's a patriarchal society so it is the mindset of girls to accept what their male partner says and boys have the mindset that they have to protect their female partner it is their responsibility)

There is a marginal voice here too that says there is no such thing like being one-person dominant both have equal consent in a relationship based on the observation. A respondent said,

“Apny department mai mgy zada couples nahi dikhay lakin jinka mgy pata hai wo dono mgy equal lagty hain dono mutually cheezain karty hain equal consent k sath”

(Translation: In our department I haven't see many couples but the one's that I have seen both of them are equal partners and they act with mutual consent)

There is also a one voice here which says that there is no such thing like a true relationship all are friends for benefits. A respondent said,

“Couples hain university mai, mgy lagta hai k sab friends for benefits hain ak dosry k sath is liay hain kun k dono ko ak dosry say matlab hota hai aur jab matlab pura ho jata hai aur university khatam ho jati hai to relationship bhi khatam kar lety hain is case mai mgy lgta hai koi bhi dominate nahi karta unko bus chahiay hota hai k koi sath ghoomy university mai, kuch logon ko sexual favors chahiay hoty hain, kuch parhny k liay sath rhty hain k ak classes leta rhy dosry ko parhata rhy sab ak dosry k sath benefits k liay linked hain”

(Translation: Couples are present, but I consider them as (friends for benefits) they are with each other because each wants something from the other and when they get that and when the university is over, they usually end their relationship. In this case I think no one dominates they just want someone to roam around with in the university, some become friends for fulfilment of sexual needs, some are together for study purpose one of them doesn't take classes and the other teaches him/her so all are linked due to benefits they get from each other)

Chapter 5

Data Presentation

This chapter is divided into two parts one comprises of presentation of primary data collected from teachers. Part two comprises presentation of secondary data collected from the university regarding curriculum, recruitment and promotional policies of teachers.

5.1 Part 1: Thematic presentation of primary data collected from Teachers of chemistry and IR department

5.1.1 Theme 1: Teachers perception about university teaching as a profession

When asked from the respondents about their perception of university teaching as a profession. All have their own different perceptions and thoughts regarding university teaching. One of the female respondents said,

“For me teaching is challenging because lecture preparation takes extensive amount of work since student’s development depends upon it. On an average I put in 2 to 3 hours to prepare one lecture before delivering lecture and I expect seriousness from students as well. I believe that they should also read the relevant material which I have given them before class. For me education is to empower someone to learn by themselves. Ideal outcome from lecture would be that student must get know how about the subject. University teaching is generally considered as showing path of knowledge to students. Teacher also evolves during his/her career and it is important for a teacher to help or guide student in his/her personal life sometimes directly and sometimes indirectly. I do believe in discipline but don’t believe in control. There should be freedom and space for students to speak freely in class. Theory and practical both are important because students are not capable of applying concepts until given real life practical examples”

Another male respondent said,

“According to me university teaching is a best thing as a profession because it helps us to express ourselves, also it gives us autonomy and we are unconsciously contributing in student’s lives. For me it’s a kind of a payback which gives me a sense of achievement as well because I am an ex Quaidian. This is one of the reasons why I feel I would not have enjoyed my profession as much as I do if I was teaching in a university other than Quaid-i- Azam. For me the difference

between education and higher education is that education is the knowledge which you get, and higher education is your input in the existing knowledge by doing research or by writing papers. For me the ideal outcome of my lecture is that I pass information to the students which leads to debate and ends up in student's input/contribution. According to me class discipline should be maintain with decorum i.e. there should be a debate in the class in a two-way respectable manner where teacher student respect is maintained"

Additionally, a male respondent also said,

"University teaching is research based. Ideal outcome of teaching is that student must understand the subject and can apply it. Teacher has the responsibility to not only teach student but also give social awareness to be a good human being first because to become a good professional it's important to first become a good human being. I focus forty percent on theory and sixty percent on practical. If teacher is strong in his/her subject then there is no issue of discipline in the class, even attendance is not required"

Moreover, a female respondent argued,

"I think university teaching is the better than college teaching because I have experience of colleges too. I think university teaching is better than collage teaching because in colleges teachers are teaching basic stuff and students are learning basic knowledge. As compared to this in the university students are learning at a higher level as a consequence of that teachers are not only teaching but they are also learning. For me in my subject higher education is that we as teachers teach them about applied learning as to how the concepts and the things that they learned can be applied. For me the ideal outcome of a lecture is that when a student becomes capable of creating a link between theory and application. I think both theory and practical have their own importance without reading the things students are unable to apply them but at this stage I focus on practical more because I want my students should now learn to apply what they have read before"

5.1.2 Theme 2: Substantial aspects for making an outline

When asked from the respondents about the course outline as to which factors, they consider while making an outline and what kind of literature do, they focus upon old or contemporary. I also ask them that what their thoughts were on practical or conceptual parts of the course. Most of them

said that it depends upon the academic level of students they are teaching. If the students are new, they start from introductory material but if students are at higher level than they start from concepts and theories because they already have studied the introductory materials. And they give both classic and contemporary literature to students for better understanding. One of the female respondents said,

“Outline of the course depends on the academic level at which the course is to be taught. My outline comprises theoretical understanding and conceptual clarity on the issues being discussed in the class. I give readings before class so that students go through the reading and we have an interactive session/class, it helps increase my learning as well as that of my students. I always like to bring conceptual part in my course outline along the practical part. For theory I give classic text and for practical part I give contemporary readings”.

Another male respondent said,

“Factors which I keep in mind while developing a course outline is my audience if I am teaching a course to newly admitted students I start with introducing a course and keep them to the basic level so that they can understand at least the concepts and for advance level the outline is usually based on application of the concepts and theories so that students can understand, debate and use them. Usually I give reading material to students on weekly basis, sometimes especially for my undergraduate students I specify one book which I follow throughout the course, but if the course is for graduate students, I go for reading materials from different sources to encourage debate in the class. I prefer to give reading materials from both old and contemporary era in order to give more understating of the topic, but it is not hard and fast rule again it depends upon the topic”

There is a marginal voice on this issue that asserted that readings should be made up of contemporary literature only. This teacher thought that students take more interest in contemporary material. He said,

“My course outline is mostly research based and depends on practical work which includes lab work. In introductory courses I don't go in depth but in core courses I do. I suggest books and material to students, and it is usually contemporary because students take more interest in contemporary stuff”.

The one voice on this issue said that the outlines of all the courses were created by the faculty committee along time back and the same outline is followed whenever the course is offered. It is substantiated by the direct quote of the female respondent,

“The outlines of each course that is taught in this department have already been decided at the departmental level. When a course is offered a teacher takes the outline from the department and adds reading material to it. I gave reading material which usually starts from history and goes towards contemporary literature”

5.1.3 Theme 3: Teachers perception about effective learning in classroom

When asked from the respondents about their perception of effective learning and how it can be achieved my respondents have different opinions on the issue. Despite their differences of opinion all of them said that medium of instruction should be English for effective learning. They justified their stance by arguing that English is a universal language that is used in the whole world for communication and all the literature is also in English language. They also pointed out that as we live in a competitive world, so it is good to teach students in English language for their better learning. One of the female respondents said,

“My perception on effective learning in class is interactive sessions during the lecture. I don't take much quizzes and I assign major marks for class participation. I give assignments but, in our culture, written assignments are more common which students copy and it is not very much effective, so I try to give those assignments which are critical analysis based so that students can learn more. I do give time to students after class. The medium of instruction should be English language because text is in English. While teaching we try to change complex English to simpler English but medium of instruction remains English. I always tell my students that grades are in your hands because it depends on the paper you have given”

Another male respondent said,

“For me effective learning is when you can relate your learning to your day to day life but if you can't then it means you are not learning. I usually don't go for quizzes as I am not teaching quantitative courses but when it comes to theory, I take some tests which consist of short questions so that students revise the concepts and give answers. If somebody from among my students is not getting good grades, I help them by giving them written assignments or

conducting viva voce or making them do presentations these them from passive learners.

According to me medium of instruction effect the ability of the learner to learn”

Further a male respondent said,

“Effective learning could be achieved by bringing students to the level which is required by the subject. English as medium of teaching is best but mix language could be used for proper understanding. Assignments and quizzes are important for learning and evaluation it keeps students to stay active and revise the course and helps them to clarify the concepts and confusions by writing assignments and while preparing for quizzes. I am always available for students after classes”. Moreover, a female respondent said, “For me effective learning depends upon the gap between student and teacher, when students feel comfortable with teachers, they ask questions more frequently and when they ask, they learn. I take presentations not quizzes because in quizzes usually students cheat, so I think it’s better to take presentations because then students read and come up with concepts they present and this way they learn. I give time to students too I have separate timings for students to meet me in person after the class”

5.1.4 Theme 4: Reasons of student’s underachievement

When asked from the respondents about the causes of underachievement of students all of them said that it is because of two things one is that they are non-serious towards studies and they don’t read the material given to them and they bunk classes, second is their weak socio-economic backgrounds. One of the female respondents said,

“Bad grades of students are may be because they don’t go through the text or might not attend the classes or their casual attitude. I don’t think grades depend on student’s background.

Students must not completely rely on teachers for learning”

Another male respondent said,

“In my opinion the causes of under achievements of students are their weak socio-economic background like if they came from a poor class they have a lot more tensions to arrange a fee, university running expenses, condition of their family and many more so their minds are diverted and not focused only on studies, secondly, their goals in life for example if they are planning to go back to a small shop or a local business run by the family at the point of origin after taking a

degree from QAU and they know they have to run a family business back home such students don't work hard because they don't have any incentive to study or to get good grades"

Adding to that a male respondent said,

"Low achievement of students depends on their background, their schooling, family environment and area they belong to. Other contributing factors include their earlier education being from Urdu medium govt. village school, their family being uneducated or their geographic area of origin where education is not valued. Students coming from such contextual realities perform less than the other students come from good schooling backgrounds"

Moreover, a female respondent said,

"The major cause of students under achievement is their socio-economic background like if they are from poorer families they have a weak schooling too which ultimately affect the future studies too because their base is not strong there can be other causes but in my observation it's the major cause, the students with weak backgrounds, poor schooling are shy not confident, don't ask in class so they learn little or nothing"

5.1.5 Theme 5: Teachers perception of an ideal student and poor student

When asked from the respondents most of them said that for them the ideal student is the one who is well mannered, comes to class well prepared and participate in class by asking questions and should be serious towards studies. And the poor student has characteristics opposite to the ones cited above. One of the female respondents said,

"An ideal student for me is one who is serious in studies, who go through readings and comes to class prepared and do participates in class. Poor student is the one who is not serious and doesn't participate in class"

Additionally, a male respondent said,

"Ideal student is one who follows the teacher's instructions like he/she reads the material given by the teacher and participates in classes and poor students are those who have weak academic background and are non-serious towards studies and don't follow teachers' instructions"

Moreover, a male respondent said,

“The characteristics of an ideal student are he/she should ask questions in class, do work on time and never misbehave with a teacher like if he/she has a query he/she would ask questions in a decent and well behaved manner to clarify and not argue for the sake of arguing with a teacher”

There is a marginal voice by a female respondent on this issue said that there is no such thing as a good or bad student it is just this that some are attentive, and others are not. It is substantiated by a direct quote,

“I never see my class in shape of gender and ethnicity but as individuals and also, I never categories my students as good or bad and never discriminate against my students consciously as I think this is a judgmental behavior because student is a student, some pay attention some not I always encourage my students to grab their attention”

5.1.6 Theme 6: Evaluation of higher educational institutions in Pakistan

When asked from the respondents about the higher education institutions of Pakistan that what they think at what level are they most of them said that higher institutions in Pakistan needs improvement in terms of infrastructure and facilities more libraries are also required. One of the female respondents said,

“Higher educational institutions of Pakistan still need improvement in terms of infrastructure and environment because both are poor the infrastructure is old with inadequate facilities and students don't have a proper study environment like the international standards”

Additionally, a male respondent said,

“Few higher education institutes in Pakistan are striving for the improvements and achievements I see most of the private institutes are more active because it's their business and they are in competition, so they are striving for the improvements. Resource issue is present in Pakistan for higher education because education budget is low in our country”

Another female respondent said,

“I think higher educational institutions of Pakistan are good, but they don't have resources for research and lack of libraries with good and contemporary books on new research being done in the contemporary world”

A marginal voice by a male respondent believes that in Pakistan QAU is the best among all other higher educational institutions because it has a culture of discussing issues, theories and concepts at huts and the medium is English which other institutions lack. It is substantiated through a direct quote,

“According to me QAU is the best as compared to other educational institutions and the main reasons for this is that here we interact mostly in English, and the atmosphere here in QAU gives you a confidence that you are an educated person because there is a culture in students to sit and discuss different issues, concepts and theories at huts. Another factor that makes QAU different and better as compared to the other higher institutions in Pakistan is that it has a culture of intellectual discussions and critical thinking. QAU also gives freedom and encourages both students and teachers to hold and express their opinions freely”

5.1.7 Theme 7: Teachers opinion for improvement of higher educational institutions

When asked from the respondents about their opinion for the improvement of higher educational institutions of Pakistan most of them said that it is important to allocate more budget on education. One of the female respondents said,

“We need to allocate more resources to higher education, merit should prevail. Everyone should get admission on merit. The environment of educational institutions also needs to improve with reference to teacher training and student achievement with reference to bringing these aspects in line with international standards”

Another male respondent said,

“Academic improvement could be achieved in Pakistani educational institutions thorough the help of central authorities and centralized research bodies”

Additionally, a female respondent said,

“In my opinion the higher educational institutions can be improved if the govt focuses on education and provides educational institutions the resources required to compete with the world”

5.2 Part: 2 Secondary data

The data presented in the forthcoming text is obtained from various official documents of QAU obtained from the registrar's office and the website of the university.

5.2.1 Recruitment Criteria of Teachers according to TTS¹

The recruitment criteria for the faculty spells out the academic qualifications and other requirements for each level of instructors i.e. lecturers, assistant professors, associate professors and professors. For the Professor he/she should be a Ph.D. from an HEC² recognized institution in the relevant field. For the Associate Professor he/she should be a Ph.D. from an HEC recognized institution in the relevant field. Secondly, the recruitment criteria include the experience of instructors. The Professor should have an experience of 11 years of teaching/research in a recognized university or a post graduate institution or have a professional experience in the relevant field in a national or international research organization and 7 years of Post-Ph.D. experience with at least 12 years of experience prior to Ph.D. (3 years of Pre-Ph.D. experience will be counted Post-Ph.D. experience, counting all fractions) teaching/research experience in a recognized university or a post-graduated institution or professional experience in a relevant field in a national or international research organization. The Associate Professor should have an experience of 6 years post Ph.D. teaching/research in a recognized university or a post graduate institution or have a professional experience in the relevant field in a national or international research organization and 4 years of Post-Ph.D. experience with at least 6 years of experience prior to Ph.D. (3 years of Pre-Ph.D. experience will be counted as one year of Post-Ph.D. experience, counting all fractions) teaching/research experience in a recognized university or a post-graduated institution or professional experience in a relevant field in a national or international research organization and the Assistant Professor should have a Ph.D. degree from a recognized Institution. Moreover, the recruitment criteria are also based on the number of publications of an instructor. For a Professor he/she should have 15 research publication (with at least 5-publications in the last 5-years), recognized for the purpose of appointment on TTS by HEC and for Associate Professor he/she should have 10-research publication (with at least 4-publications in the last 5-years), recognized for the purpose of appointment on TTS by HEC. Lastly, a Professor should have successfully supervised 1-Ph. D or 10-Mphil thesis as Supervisor or have one postdoc. Experience

¹ Tenure Track Statues

² Higher Education Commission

of 6 months duration from Foreign University/Institute. However, candidates coming from R&D organization, with at least 6 years of experience there, must have produced a Ph.D. or one patent or 10-publications above the minimum number required. For an Associate Professor he/she should have minimum of six months continuous Postdoctoral Research experience from Foreign University/institute in the relevant field or successful supervision (as supervision) of one Ph.D. thesis or six M.Phil. Theses or three MPhil. Plus, six M.Sc. theses where M.Sc. these is compulsory and carries a minimum of nine credit hours. Whereas, an Assistant Professor should have excellent written and communication skills to be judged through the university selection process by written test/seminar.

5.2.2 Recruitment Criteria of Teachers according to BPS³

The recruitment criteria firstly include the qualification level of instructor and it is different for all the levels. For the Professor he/she should be PhD in relevant field from HEC recognized University/Institution. An Associate Professor should have done PhD in relevant field from HEC recognized University/Institution. An Assistant Professor should have a PhD degree in relevant field from HEC recognized University/Institution and a lecturer should have a first-class master's degree or equivalent degree awarded after 16 years of education in the relevant field from an HEC recognized university/institution with no 3rd division in the academic career. Secondly, the recruitment criteria include the experience of instructors. For a Professor he/she should have 15-years teaching/research experience in a recognized University or a postgraduate Institution or professional experience in the relevant field in a National or International organization. After 30th June, 2013, at least 8-years Post-PhD level experience in an HEC recognized University or post-graduate institution or professional experience in the relevant field in a national or international organization will be required or 10-years post-PhD teaching/research experience in an HEC recognized University or a post-graduate Institution or professional experience in the relevant field in a National or International organization. For Associate Professor he/she should have 10-years teaching/research experience in a recognized University or a postgraduate Institution or professional experience in the relevant field in a National or International organization. After 30th June, 2013, at least 4-years Post-PhD level experience in an HEC recognized University or post-graduate institution or professional experience in the relevant field in a national or international

³ Basic Pay Scale

organization will be required or 5 years post-PhD teaching/research experience in an HEC recognized University or a post-graduate Institution or professional experience in the relevant field in a National or International organization. No experience is required for Assistant Professor. For the lecturer condition of no 3rd division shall not be applicable in the qualification of appointment as lecturer in university or Degree Awarding Institutions provided that the candidate holds a higher degree viz. M.Phil./Ph.D. or equivalent degree with not more than one 3rd division in entire academic career. Furthermore, the candidate with 2nd division in the master's degree but holding higher degree i.e. MPhil/PhD or equivalent degree with 18 years of education may be considered. Lastly, the Professor must have 15 research publications with at least 5 publications in the last 5 years in HEC recognized journals and the Associate Professor must have 10 research publications with at least 4 publications in the last 5 years in HEC recognized journals. Whereas no research publications are required for assistant professor and lecturer.

5.2.3 Promotion Criteria of Teachers

The number of Professors to be promoted to BPS-22 in each University shall be calculated on the basis of 12.5% of the filled posts of the Professors in BPS-21. The minimum service in BPS-17/equivalent and above should be 20 years. Only those Professors who have served at least for two years in BPS-21 in the university with Ph.D. degree/equivalent terminal degree as determined by HEC and should have 5 research publications in the past 5 years with at least three research publications in the past 2 years in HEC recognized journals. He/she must have produced two Ph.Ds. or one Ph.D. and five (5) M.Phil. in the last 5 years.

The procedure of promotion includes the requirement for advertisement of posts as provided in the relevant section of the University Act will be dispensed with. Each eligible University Professor will be invited to submit papers for consideration by the Special Selection Board (permanent members of the Selection Board, one representative of Chairman, HEC and one representative of Chancellor) for the award of BPS-22. The Vice-Chancellor shall prepare the cases of Professors in BPS-21 for the award of BPS-22 and present the record of each such Professor on the proforma designed for this purpose and approved as a part of the statutes along with (a) Annual Confidential Report (ACRs) for the last five years in BPS-21, and (b) a resume of the Professor and his/her achievements in research, teaching and educational administration. The University shall calculate total score of each eligible applicant according to the parameters detailed in Clause-4 (Grading

Procedure). Those who secure a minimum score of 60 will be presented before the S.B. for consideration. A meeting of the Special Selection Board shall be called to consider cases for award of BPS-22 and the recommendations will be placed before the Syndicate. Finally, the recommendations of the Syndicate shall be sent to the Chancellor for approval. All promotions to BPS-22 shall be effective from the date of recommendations by the Syndicate.

The grading procedure has total 100 marks. The marks are divided into different segments first is the length of service of maximum 15 marks. 5 marks of service per year rendered as Professor in BPS-21 over and above the minimum qualifying requirement of 2-years in BPS-21, subject to a maximum of 15 marks. Second is research publications: Papers/books/monograph/patents/Crop varieties (approved) of maximum 30 marks. 2 marks per paper published in HEC recognized journals with impact factor or journals cited in Social Science citation Index. 0.5 mark per paper published in local HEC recognized journals (in case of Medical Sciences, PMDC recognized journals). 2 marks per Patent/Crop Variety (approved), subject to a maximum of 6 marks. 2 marks per book authored or edited internationally, subject to a maximum of 4 marks. 1 mark per book authored or edited locally, subject to a maximum of 2 marks. Third is academic performance of maximum 30 marks. Number of M. Phil* produced 1 mark per M. Phil, maximum of 6 marks. Number of Ph.D. produced 5 marks per Ph.D., maximum of 15 marks * M.Phil. or equivalent qualification of 18 years of schooling with requirement of thesis of at least two Semester duration for partial fulfillment of the terminal degree. Research Grant Awards (3 Marks for less than 1 million and 5 marks for more than 1 million) as Principal Investigator (other than the research grants given by the parent University). Awards/Honors have maximum 6 marks. National Awards 2 marks per award, (Civil/President) (maximum of 4 marks), international Awards/2 marks per award, Honors recognized by HEC maximum of 4 marks. HEC Best Teacher award, 1 mark per award, Izaz-e-Kamal maximum of 4 marks Izaz-e-Fazeelat. Fourth is Post-PhD. Qualification of maximum 5 marks in this only Post-doctorate of at least 6 months duration will be counted. Two marks for 6 months to 1-year post doctorate at foreign University/institute to a maximum of 4 Marks and 5 marks for one year or more post-doctorate at foreign institute/university. Fifth is Annual Confidential Reports of maximum 10 marks. Excellent is 2.0 marks, Very Good is 1.5 marks and Good is of 1.0 mark. It is noted that sum score of ACRs for the last 5-years shall be considered, top 3 categories irrespective of nomenclature shall be considered and in case the candidate is a serving Vice-Chancellor, ACRs of the last 5 years preceding to his appointment as

Vice-Chancellor shall be considered. Sixth is educational administration of maximum 10 marks. Vice-Chancellor 4 marks per year up to maximum of 10 marks, Pro Vice-Chancellor 3 marks per year up to maximum of 8 marks, Dean/Director Centre of Excellence 2 marks per year up to maximum of 6 marks, Principal of Constituent College/ 1 mark per year up to Chairman of the Department/ maximum of 3 marks Director of Institute. Lastly, in case of numbers in fraction, then 0.50 or above will be considered as 1 (e.g. 59.5 or above will be 60.0 whereas 59.49 or less will be 59). A Professor appointed as Vice-Chancellor in BPS-22 shall be allowed personal grade of BPS-22 as Professor after he relinquishes the charge of the office of Vice-Chancellor, provided he/she has completed one tenure of four years as Vice-Chancellor and has been a regular Professor in a Public Sector University prior to his/her appointment as Vice-Chancellor. The personal grade so granted to him shall not be counted towards the 12.5% quota of BPS-22.

5.2.4 Outline of Organic Chemistry-1 (Cr.3)

The topics to be covered in this semester are, Structure reactivity relationship: Changes in chemical reactivity with change in molecular structure in terms of acid base strength. Reactive intermediates: Types, structures, stability, methods of generation and reactivity. Introductory Stereochemistry: Historical Background and significance; Chirality and stereoisomerism; Classification and nomenclature of stereoisomers; Drawing and interconversion of Fischer, Newman and Sawhorse projections. Chemistry of hydrocarbons; General characteristics and common uses of aliphatic and aromatic hydrocarbons; Various strategies for the synthesis of hydrocarbons with emphasis on modern trends; Characteristic reactions of hydrocarbons and their importance in synthetic organic chemistry. Chemistry of organohalides; General introduction; Methods of preparation and synthetic applications. Literature survey; Various sources of chemical literature and their scope.

5.2.5 Outline of Organic Chemistry Lab-1 (Cr.1)

Experiments involving the synthesis of following classes of compounds and identification of synthesized compounds by Physical (non-spectroscopic) and chemical methods are Alkanes by coupling of alkyl halides, Alkanes by decarboxylation of carboxylic acids, Alkanes by dehydration of alcohols, Alkanes by dehydrohalogenation, Alkanes by pyrolysis of acetates, Alkanes by Wittig reaction, Alkanes by dehydrohalogenation of vicinal and geminal dihalides, Alkanes by oxidation of dihydrazones of 1,2-diketones, Aromatic Hydrocarbons by Friedel-Crafts alkylation,

Aromatic Hydrocarbons by Clemmenson and Wolff-Kishner reduction, Grignard reagents (RMgX) from alkyl halides and Reactions of RMgX.

5.2.6 Outline of Inorganic Chemistry-1 (Cr.3)

The topics to be covered in this semester are, Basic coordination chemistry; nomenclature, geometry of complexes, theories of coordination compounds (Werner Theory, V.B.T., C.F.T.), isomerism and stereochemistry, complex stability and factors affecting the stability, applications of coordination compounds. Classification of solvents; types of reactions in solvents, factors affecting physical and chemical properties of solvents, detailed study of liquid NH₃, Liquid SO₂ and BF₃. Structure and energetics of inorganic molecules. Theory metals and intermetallic compounds.

5.2.7 Outline of Inorganic Chemistry Lab-1 (Cr.1)

Separation and estimation of pair of metal ions by paper chromatography, such as: Cu²⁺/Ni²⁺, Al³⁺/Fe³⁺, Ca²⁺/Ba²⁺, Zn²⁺/Pb²⁺, Separation of halide ions by paper chromatography, Estimation of Ag⁺ and Cu²⁺ in given mixture using titration/precipitation method, Estimation of Cu²⁺ and Ni²⁺ in given mixture using titration/precipitation method, Estimation of Cu²⁺ and Pb²⁺ in the given sample gravimetrically and Estimation of Ba²⁺ and Ca²⁺ in the given sample gravimetrically.

5.2.8 Outline of Foreign Policies of Major Power

The topics which will be covered during the semester for this course are as following: Nature of Foreign Policy and its determinants: Ideological Economic, Military Political and Psychological, The Ideological, Economic and Strategic basis of the foreign policies of Major Powers, The Decline of colonialism and the emergence of U.S.A. and the U.S.S.R. as superpowers after World War II, The Soviet philosophy of world revolution and the U.S. Policy of containment, The Cold War & Détente, The Sino-Soviet Relations and Sino-American Relations, The Major Powers and South Asia, The Major Powers and Middle East, Oil Politics and the Major Powers and lastly Major Powers and the Non-Aligned Movement.

5.2.19 Outline of Theories of International Relations

The purpose of this course is to introduce the students to basic historical and theoretical concepts of International Relations. Focus will be on different approaches and theoretical tools that are used to study the complexities of world politics. The topics which will be covered are The Discipline

of International Relations, Theoretical Approaches, The Level of Analysis Problem, Development of International System, The Logic of Power, Nationalism, Globalization, Theories of Conflict and War, Foreign Policy and Dominance and Dependence.

Chapter 6

Analysis

In this chapter I have attempted to analyze the data collected during the research with reference to the issues of gender construction and empowerment. This chapter is divided into two parts. Part one does a critical discourse analysis of the secondary data collected from the university regarding curriculum, recruitment and promotional policies of teachers. Part two deals with the primary data collected during fieldwork presented in chapter 4 will also be analyzed. Starting from the analysis of the data collected from female and male students of Chemistry and IR department, the chapter includes analyses of data collected from teachers of both departments too. The analysis will be done while considering in mind the research questions and objectives of the study. I am going to present analyses done in a thematic format with respect to theoretical concepts presented in the conceptual framework presented in chapter 3.

Part 1

Critical Discourse Analysis (CDA) as defined by Foucault (1972) and used by Fairclough (2001,2003,2009) is analysis of discourse and its implications for power relations. Language takes center stage in critical discourse analysis and it is seen as a social practice which is related to specific contexts based on history. These contexts serve not only as vehicles of reproducing the existing social relations but also become means through which these social relations are contested to determine whose interests will be served and whose interests will be denied. CDA undertakes to locate the interests of different social subjects in the positioning of texts. How the texts are positioned and why these texts are positioned in a particular way is the main stay of inquiry in CDA.

The recruitment and promotional policies with regards to faculty members are same for both genders in Quaid-i-Azam University. The qualification, experience and number of publications for all the posts are same for both the genders. As it is seen through the primary data of the current research when it comes to social realities both genders have their own different realities to face. The social patterns are created in such a way that women's primary role is house wifery and motherhood due to which women face more hurdles in their life in terms of getting education,

marriage and household responsibilities. Women's careers are also limited due to the cultural expectations from them that they should do only teaching and medicine because they must give time to their families. Women also get married earlier than men and are burdened with the responsibility of taking care of household chores and kids. The policy document deal in the same fashion with both men and women when it comes to the criteria for faculty recruitment. It says that anyone in order to become a Professor should have a PhD degree in the relevant field from a national or an international university, I'm arguing that in this social context fewer women would be able to go for their PhDs particularly to international universities. The criteria given in the document regarding recruitment is much easier for men to meet as compared to women because of the social context. The policies thus are highly supportive of men given the cultural context as is obvious from the primary data. So, the discrimination against women is created from the entry point or from the beginning in the university. Very few of the women, given the cultural context will be able to do PhDs and if they do, mostly they will do from national universities and fewer will be able to go to international universities. The policies of the university start off by putting women at a disadvantage so fewer women would be recruited and more men would be recruited.

Secondly, it is seen through the primary data that women must choose careers while keeping in mind the responsibilities they have towards their families. They have less time left from daily extra responsibilities than men for their careers. Due to pregnancy they have to take maternal leave and they also have to take care of kids, which will ultimately affect the time period of tenure required for the promotions. The additional domestic responsibilities of women also adversely affect the number of publications of female teachers, since the cultural justification given for women teachers is as if they are only going to teach and they don't need time for research because after teaching or doing their job they have to look after their family. So, the promotion criteria and recruitment criteria are not taking into consideration the cultural context and it is not based on the principle of affirmative action. This can be seen through the ratio of male female teachers in both the departments. In the chemistry department the total number of permanent faculty are 18 among which 16 are male teachers and 2 are female teachers. Similarly, in International Relations department total number of faculty are 17 out of which 13 are males and 4 are females. In both departments female teachers are less than male teachers and the higher positions are also taken by males like directors of both departments are male. So, the control over both the departments is that

of men and ACRs⁴ are also written by directors who are men. As discussed above the contextual realities faced by women are not understood by men so the ACRs become problematic because men don't understand eventualities of the lives of the women. So, my argument here is that due to the absence of affirmative action in promotion policies, fewer females apply for university jobs as compared to men and out of those who apply not many are recruited, women also have lesser chances to get promoted. Due to the same policy of recruitment and promotion for both the genders female teachers lag both in getting promotions and in recruitment. The policies made for recruitment and promotion are not made according to the differential circumstances and contextual expectations faced by both men and women in the larger society. The male supportive policies ultimately adversely affect female teachers because their extra responsibilities and burdens are not considered by policy makers while making policies for recruitment and promotions.

Moving on to the course outlines one sees that in chemistry the outlines are basically dealing with natural factors, but every natural factor is located within a politico cultural context. In international universities when they teach natural sciences, they locate the subjects of study within this context. Their curricula of natural sciences also include courses through which courses where one could connect with the issues of humanities like politics and history. The roadmap of the chemistry dep doesn't have any such courses. Another lack that needs to be pointed out here is that the students in QAU don't study anything like critical thinking, they are not being taught to connect the natural sciences with humanities which means they are not being exposed to phenomena of power differentials with reference to natural resources and their use along the axis of class, status group and gender groups.

In the IR department in their course outlines they teach power differentials, politics, globalization etc. but it is seen through the lens of national security, international conflicts and global politics thus it excludes any discussion of locating gender within politics and international relations. primary data that although they are educated about the issue of power differential but it somehow not affecting the power differential between gender.

⁴ Annual Confidential Report

Part 2

To start with the analysis of primary data I will take the concepts of Chango Mannathoko's, Aurdey C. Cohen and Dorothy Smith from the conceptual framework of the current research. All three of the scholars are essentially saying that the status of women in academics and workplace is low and they are marginalized due to their socialization and societal gender stereotypes and assert that women's primary job is considered to be housewives' and mothers in society. Women occupy a sub-altern position in contemporary societies, marked by class-based and gendered structures of societal power. They go on to argue that this, in turn leads women to get lower education and pursue financially non-lucrative professions. In the findings of my data the dominant voice in female students is that they think all careers are not appropriate for females, only two careers namely medicine and teaching are appropriate for females because both of these careers are considered to be respectable in society. My respondents also predominately opined that women have to give time to their family and kids too after marriage so if they work, they have to be back home timely as its their responsibility to take care of kids and household chores. These perceptions created by the society about women ultimately affect the future aspirations and achievements of women overall. So, the concept of Mannathoko and Cohen are highly applicable on my data. I hold this position because my primary data is strongly indicative of the fact that the socialization of female students in my sample and gender stereotypes that they grew up with ultimately affect their careers aspirations by putting them into disadvantage by limiting their career options. On the other hand, the minor voice in female students who believes that all careers are appropriate for females and they can opt for any career they like are the ones from the higher degrees MPhil and PhD. Whereas, male students don't think like that. The dominant voice in male students believes that both male and females can opt for any career they want according to their ability and interest. My stance is that this is because they grew up in a patriarchal society and they don't see cultural hurdles in opting a career like females do. I find Smith's concept partially applicable here since class doesn't seem to be affecting their aspirations, but gender is. Therefore, it is not gender and class-based it is gender overpowering class issues in terms of perpetuating the aspirations of female students. I say so because the respondents who believe that females should opt for careers that are easily acceptable and considered as respectable in the society like teaching and medicine came from mixed class backgrounds (middle, upper middle and higher).

Bonny Norton and Lyndsay Moffat while discussing gender and sexuality in their work assert that the way gender and sexuality are perceived and acted out in patriarchal society is by no means natural, inevitable or static. They also argue that parents, students and teachers are pivotal in constructing gender and sexuality at any given point of time in any society. The findings of my study coincide with the argument of Norton and Moffat as it is found in the primary data that when it comes to extra-circular activities male students are active in arranging events and seminars and participate in sports like football, cricket and badminton whereas female students participate only in extra circular activities as hosts for the most part. Secondly, when it comes to arranging an event only male students usually do all the arrangements because it's not considered a female thing to do such things like dealing with bus drivers. All this is because of the upbringing of children by parents where children are taught that certain things are males work they should do that, and girls should not deal and bargain with drivers because it is not considered good in the society so parents play a role in creating gender subjectivities and the university culture reinforces it. It is also found in the my field that, the fact that some teachers deal differently with the students based on their gender like male teachers being lenient towards female students and tough towards male students while a female teacher being lenient towards male students and tough towards female students constructs a sense of hierarchal gender identity among students where men are superordinate and women are subordinate. This is exactly what Norton and Muffat are arguing when they assert that the academic world is contributing towards how the members of the larger society perceive and understand genders and proper sexuality of both men and women. This in turn determines contradictory and discriminatory gender relationships in the society.

Agustin Velloso in his work about the female discriminatory cultural tradition asserts that a very large number of girl students drop out of school after primary education. After girls attain the age of 15 most of them leave school because of discrimination in culture against females. The data of the current research negates this concept of Velloso because both the male and female students come up to the level of university this means they crossed all the hurdles to get to the university to attain higher education and came from different backgrounds or areas of Pakistan still all want to pursue a career after completing their degrees.

Moving on to the concept of Karen McElrath, Mary C. Regan and Helen Elizabeth Roland who have argued that long-range trends from 1952 to 1980 indicate that for university educated women

family relations are becoming relatively less important and career more important. In contrast, for men career and family have become less salient and leisure more central. When I juxtapose my primary data with this conceptualization my data indicates that no such relationship between career, family and leisure exists in my field. My data negates this conceptualization because most of the female respondents of mine think of opting for only those careers which will give them spare time so that they can take care of their families too. Thus, my assertion is that curriculum or pedagogical practices in the university have failed to reverse the patriarchal gendered role preferences as constructed in the larger culture.

The concept of Shimahara and Sakai who have said that relationships between teachers and children strongly effect how they go about teaching, even when their official teacher training and coursework are similar. The concept is in line with the findings of the current research as it is seen in my data that teachers training, and level of education is same all are PhDs but the way they teach, and the pedagogical style matters a lot. Students learn more and remember the concepts of those teachers whom they consider to be good and the dominant voice is that a good teacher is the one with whom students feel comfortable while asking questions because when students ask more, they will learn more. The students also believe that a good teacher does not teach at a higher level than the comprehension of the students as it helps students to understand better and more. The students also believe that a good teacher treats all students equally in class, this gives students a sense of confidence and satisfaction that they are not mistreated. All these things help in student learning. Hence, findings of the current research show that pedagogical practices play an important role in student learning which will ultimately have an impact in the overall academic and career achievements of the university students.

To analyze how the popular discourse and discursive practices create gendered subjectivities and resistance to or establishment of patriarchy in universities, I will take Nietzschean concepts of superman, genius, vital force and self-overcoming as discussed by Lucy Delap from the conceptual framework. For Nietzsche vital force is that through which a genius could create invent and perform extra ordinary activities with extra ordinary success and only men could be geniuses and women comprise the vulgar masses. This concept is applicable in the current research because there are certain respondents both male and female who are influenced by popular discourse and discursive practices and they consider that there are certain jobs specific for males and females

according to their gender like males are good in calculations, they should do administrative jobs. They also believe that it is difficult for females to deal with men, being a GDP pilot is a men's job as female become uncomfortable because there are mostly males in this specific sector. I was also told that entrepreneurship is also good for males because they are dynamic, can move freely and they can take hard decisions whereas females cannot do such things. Thus, the findings show that Nietzsche's concepts mentioned above are applicable in the way male and female students think about different gender ontologies and this in turn strengthens patriarchal culture.

Meredith M. Kimball in her work has argued that the major important gender difference in our society is one of differential power. The current research findings coincide with this concept, as the respondents both male and female said that when it comes to a relationship it is about differential power, the one who is strong dominates the relationship, it's not about gender it is about power. I was told by respondents that in a couple relationship that party who is weak because he/she fears losing his/her partner will accept the dominance of the other partner. The dominant voice in the data believes that mostly females dominate in a relationship and males accept what their female counter part wants them to do. I was told that this would entail male behavior like boys limiting their social activities and giving more time to their female partner. The marginal voice on this issue says that males dominate in a relationship because girls start acting according to their male partners wishes like they start wearing Hijab in some cases which they were not doing before getting into a relationship. Thus, it shows from the findings of the current research that there is a role of power in creating gendered subjectivities in the students of the university as argued by Kimball.

Moving on to the concepts of Laclau and Mouffe who have argued that inequality in society is produced when hegemonic discourses are incorporated into individual subjectivities. The research findings partially agree with Laclau and Mouffe's concept. The patriarchal hegemonic discourse in the larger Pakistani society says that women should stay at home, take care of families, should opt for specific careers and they shouldn't be active. This discourse also asserts that women shouldn't choose study programs by themselves, men should control inter gender relationship, men should do the major execution of work and men can opt for and do all jobs. In case of the current research findings majority of the females and males are studying in the specific degree programs by their own choice. When it comes to opting careers, majority believes that women should opt

for careers like teaching and medicine. It is also seen through the primary data that the picnics are planned by females, but they don't participate in execution of these plans which is primarily done by males. It is very interesting that despite the fact chemistry is female dominant department women are still not empowered, so my assertion here is that patriarchal pedagogy is working here. Adding to that it is also seen through the primary data that in relationships mostly females dominate by telling their male partners that they have more choices, they are dominating not because they are empowered but because they are using their sexuality so if they are using their sexuality to get things done then that means they are again falling into the frame of femininity. It is also seen in the primary data that despite the fact the written discourse discriminates against women they still perform well and usefully compete with males in class in terms of getting good grades. So, my argument here is that the concept of Laclau and Mouffe is partially applicable in that in some sphere of life like taking good grades and choosing their own subjects they are resisting the patriarchal hegemonic discourse but in other domains they are accepting their subordination to men thus not resisting the patriarchal hegemonic discourse.

Rowena Martineau in her work states that the factors that hinder women's education in South Africa include early marriages, frequent pregnancies, potential dangers associated with commuting to school and colleges and parents being unwilling to invest in women's education. I have used this concept to see if these factors are creating gendered subjectivities my field. Martineau concept is applicable on the data obtained in the current research. Although most of the female respondents although are single, they still think that their career aspirations are limited, and they can't opt for all careers because of the family, kids, husband and other household related responsibilities that would arise after they get married.

7. Significance of the Study

The proposed research has both theoretical as well as applied significance. Its theoretical significance is that most of the literature related to women's education in the Pakistani context is quantitative and this would be a detailed qualitative study of the same. Another theoretical significance of the current research is that for the most part Pakistani scholarship on the women's education focus on the girl's student enrollment rates and educational infrastructural situation. This scholarship doesn't look at the gendered politics of education which my research would do.

The applied significance of my research is that it will provide information on how curriculum and pedagogical practices can create subaltern subjectivities among women students. This in turn could marginalized women students in the classroom, give them a low self-esteem and adversely affect their academic achievement. I'm hoping that this information would be useful to the women's education policy planners in the country and enable them to bring changes in the curriculum and the pedagogical practices. I'm also hoping that data collected during this research could be of use to all non-government organizations working on improvement and uplift of girl's education in the country.

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Appendixes

Appendix A - Interview Guide for Students

Profile

1. How old are you?
2. Where were you born?
3. Where did you do your high school from?
4. Where did you grow up?

(high school, college, university, in case of growing up all over discuss why in case of one place then place of residence)

5. What was your parent's occupational and academic background?

(both work or only one, which career, where did they get their qualification from, academics of parents, why, impact on their life due to parent's academics)

6. What's your ethnicity?

Socio-economic background

1. What are the income sources of your family and have they changed over time?

(one source or multiple sources, are they achieved or inherited)

2. What is the family structure?

(nuclear, joint, why, how many family members, sources of economic support of the family are they multiple or single)

3. Who's the head of household?

(if one then why he/she, age, what responsibilities)

4. What social clubs and organizations they are member off and why?

5. What are your hobbies and why you find them interesting?

6. Would you categories yourself as a social person or loner?

(if social what are indicators of sociality, if loner then why you consider yourself loner what are indicators, advantages and disadvantages of both)

7. What's your shopping and eating out patterns?

(fav shopping spots, reasons, why)

University Education

1. The subject you are studying whose choice is this.

(you or parents or any family member chose and why on what basis, now you are satisfied with this choice)

2. Where do you place yourself in terms of achievement in class?

(why do you place yourself in the strata)

3. What is your concept of university education?

(how in your opinion university education different from high school, what are learning dimensions of university, did you find that their expectations of university fulfilled)

4. What in your opinion extra and co-curriculum activities in the life of a university students?

(How do these actives contribute towards grooming and personality development and towards giving high ambitions and aspiration to students)

5. In your opinion most of your learning comes in class or out of the formal class situation?

(study circle, in class teacher or through discussions)

6. Who is your fav teacher and why?

(because of gender, teaching style, hold of the teacher on her/his subject, qualification of teacher)

7. What qualities should be there in your opinion in a teacher?

(pedagogical style, ability to connect, oratory, inclusiveness takes all students)

8. What are the characteristics of a bad teacher?

(reverse of q7)

Career Aspiration

1. Would you want to peruse a career after you have taken your degree?

(if no why not, if yes why yes, what type of career and why, if why because of family or socially prestigious)

2. What are the advantages and disadvantages of pursuing a career?

(financial security, social status, social acceptance, friction between family and career time, reputation issues, gender expectations)

3. What in your opinion are good and appropriate careers for men and women in our social context?

(stigmatization, cultural restrictions, religious restrictions, what are those and why it is difficult, gender expectations, time demands, security issues)

Curriculum and gendered discursive practices in the university

1. What courses are you studying at this point and which course you find most interesting in terms of its content?

(what is the content, why does you think it's a good content, how is that content contributing towards his/her information base, knowledge base and general awareness about larger issues in life)

2. Which of the courses he/she is studying in their opinion has the poorest content?

(what is the content, why do you think its poor, what are the gaps and how it can be improved)

3. Do the teachers communicate wot male and female students in the same way during the class?

(student teacher interaction dynamics e.g. frequency of questions posed by the teachers to male and female students, students satisfaction level with answers given by teachers to students along the access of the gender, composition of discussion groups and group projects along the excess of gender, level of participation in the projects along the access of both gender, frequency of the questions asked by the students from teachers along the access of gender)

4. What is the intensity of inter gender interactions within the classes and outside the classes?

(intergender communication and interaction in class, mix gender picnics and other recreational activities, division of labor in planning these activities along the access of gender, mix gender study groups (yes or no) and division of labor in those study groups)

5. What are the dating patterns on campus?

(who initiates and peruses the relationship, once a relationship is formed who leads and who follows e.g. who makes decisions, how to dress or not, who to socialize with or not, introducing the significant other to the family, who has more reputation concerns, higher levels of tolerance expectations, and why all this)

Appendix B - Interview Guide for Teachers

Profile

1. Name
2. Age
3. Experience

Educational profile

1. Qualification
2. Degrees from where

Philosophy of teaching

1. How do you perceive university teaching as profession? (define education, higher education, ideal outcome of university lecture, other than university teaching or awareness or social creation is related to lecture, emphasis on what theory or practical or balance, define classroom discipline).
2. What are the factors you would keep in mind while making an outline? (separate modules or note, going from macro to micro, weekly mandatory readings or not, Space for critical thinking integrate or not in the outline, horizontal vs vertical axis more topics or less topics with in depth knowledge, time space for material use for readings and generally how back they go and include literature like 90's, 80's).
3. What is your perception of effective learning in classroom? (student teacher interaction, intensity and level of communication of student teacher, use of visual aids, tutorials, role of type of assignments increase learning and why, type of exams open book take home in class in which student learn more, quizzes yes or no if yes announced or surprise, do you give space to question, office hours do you give time to students to ask you after class and does it affect learning, medium of instruction).
4. What in your opinion are the major causes of students under achievement? (the socio-economic background of the student, educational history, lack of involvement with extra/co-curriculum activities, gender expectations like girls have to do homework and boys allow to roam freely, social and emotional stress level, confidence level of students to ask questions, unqualified faculty).

5. In your opinion what are the characteristic of and ideal student and a poor student? (class background, English school education, teacher's pet, who have better ratta memorization and reproduction of lectures, conformist and reformist students).
6. How do you evaluate higher educational institutions of Pakistan? (learning levels, international competitiveness, grading criteria, managerial efficiency, standards of curriculum, faculty recruitment and promotion criteria, student's admission criteria, material used for teaching, students' aspirations).
7. If your opinion is solicited for improving higher education in the country what suggestions would you give?